

The cuts that never were . . .

The academic year 1984-85 has begun with a popular misconception. The public believes that harsh cuts have greatly reduced the chances of the latest crop of sixth formers going on to higher education. The reality, however, is that if you take higher education as a whole - the universities on the one hand and the polytechnics and the colleges of higher education on the other - there has been a continued expansion. Till the full figures are published - which won't be for some time because of the time-lag between the annual round of A levels and the analysis of the results in a DES Statistical Bulletin - it won't be possible to state definitively what has happened to the age participation rate (the proportion of young people entering HE) or the qualified participation rate (the proportion of young people with A levels entering HE), but the cuts in university entrance initiated in 1981 have been matched by an increase, nearly twice as big, in the public sector.

What is true, of course, is that the university cuts have fallen at a time when the number of sixth-form leavers reflected the birth-rate peak of 1963-65. There is no point in denying that for many of them (and their parents) the polytechnics and the colleges of higher education represent a second best, a fall-back position for those who "fail" to get into a university. No doubt many of them will get over this disappointment and warm to the polytechnic or college where they eventually secured a place. But the public is not aware of all this: the public simply believes there have been slashing cuts in higher education and that young people's opportunities have been slashed along with the number of university places.

Such ignorance needs to be dispelled and it is part of the job of sixth-form teachers to let the facts be known. Of course, there is plenty of room for argument about the changes which have taken place in the balance between the universities and the public sector, and between different institutions and subject-areas. It has, undoubtedly, become more difficult to get into a good arts department in a university, and many students have had to change direction in order to find a college and department which will take them. This might be thought to be no bad thing if it sprang from some carefully thought out plan. On the basis of *ex post facto* arguments, there are now some apologists who secretly welcome what has happened because it has favoured the polys and the colleges at the expense of the universities (and favoured employment-orientated courses, at the expense of what used to be called liberal education) but everybody knows that what has occurred has not been planned. Universities were cut because the DES directly controlled their money. The public sector expanded because, ironically, control of the public sector was out of the Government's control. Only now is the National Advisory Body taking the public sector in hand - that is trying to limit its growth.

The latest papers from the UGC and NAB stand in sharp contrast to the sentiments which emerged from the Government in recent years. The Treasury has staked out a claim for big savings as the size of the relevant age-groups shrinks over the next 15 years. Believing that the age-participation rate can be maintained - even improved - with a smaller higher education system, the DES has been considering how best

to manage an uneasy process of decline. Add to this managerial demands for a progressive cut in unit costs, forcing institutions to do more with less, and a continued squeeze on maintenance grants, and the outline of a fairly miserable scenario has taken shape.

Now both the UGC and NAB are demanding much more ambitious targets. The UGC wants the total numbers of home students to rise, not fall, over the coming decade. A revision of "Robbins' principle" has been put forward which states that "courses in higher education should be available for all those who are able to benefit from them and wish to do so". The italicized words are a substitute for the phrase "who are qualified by ability and attainment to pursue them", which is how Robbins put a bracket round the potential customer group.

The new form of words is open to very wide interpretation but is clearly intended to be more all-embracing. (Sir Keith is quite perverse enough to argue that many of those now admitted to higher education do not prove themselves able to benefit from it, in which case the new principle could be more restrictive, not less.) More continuing education - which is what this is all about - will need more structured guidelines and priorities than that if it is to be the *deus ex machina* which many would like it to be. Given the Government's economic and industrial concerns, such priorities would be eminently logical but still are not forthcoming.

The point is, however, that both the UGC and NAB have now taken the initiative. The UGC in particular, snarls under suggestions that it sur-

rendered too easily to the 1981 cuts. These accusations are based on a misunderstanding of the traditional role of the UGC. The situation is different: the UGC is contributing, forcefully, to an open process of consultation and policy planning, not making decisions about money which the Government has already made. The UGC is now representing the universities' views to the DES and has succeeded in broadening the scope beyond a squabble about proportions, to allowing the Government to consider the question: "What is the number of places we must provide to meet this or that ratio?" the universities and NAB, once again raised questions about the large scale of higher education in society.

In the coming months it will become clear far they have succeeded. The Government's determination to find the balance in science and technology is bound to lead to a prescriptive planning, and more of the kind of funds which the higher education system has so much reason to oppose. There is plenty of time for bad decisions which have plenty of time for bad decisions which have plenty of funds and forcing it to live on the capital of the universities - remain intact because they are right under the thumb of DES and too dependent ministerial favour. It is still time, however, for the Government to redeem its reputation. The philosophers must put to flight if Sir Keith Joseph and Mr Brooke can be persuaded to stand to the long-term cultural responsibilities.

COMMENT

High stakes for Labour

Mr Giles Radice may have had difficulty in getting called to speak at Labour's education debate last week (page 12), but he can have had no excuse for not listening. He must now be wondering why what to make of what he heard. The education debate itself was a routine attack on education cuts and an exposition of the policies - nursery education, no aid for non-maintained schools, massive expansion of 16-19, and so on - which formed the substance of the party's education programme at the last election. Mrs Frances Morrell, the Inner London Education Authority leader, took the opportunity to proclaim Labour's interest in quality, denying the Tories' presumed monopoly of concern, but in fact the education debate was brief and a bit perfunctory. All the real interest was elsewhere.

And not just on the miners' picket-line. The discussion of rate-capping and how far the 16 rate-capped local authorities - three of them i.e.s: the L.E.A., Sheffield, and Haringey - should go in their defiance, is likely to have far-reaching consequences. It still is not clear exactly what "illegal" actions the authorities are expected to commit themselves to (and the Labour Party is expected to defend); recalcitrant councillors will not be able to go far

without finding themselves personally bankrupt and excluded by law from holding elected office. This is just as obvious to Mr David Blunkett, ring-leader of the recalcitrants, as it is to anyone else, but this is not the point: the point is that if major local authorities decide to maintain a really determined resistance they can make the Department of the Environment fight them every inch of the way. Legally, they are bound to lose. Politically they may cause havoc, but the stakes are high and they may do more damage to Labour than to the Conservatives.

The Government, of course, has the option of going to Parliament for even more ferocious powers, but the trouble is that nobody quite knows how you enforce Whitehall rule on Sheffield against the single-minded opposition of the elected majority and the unions representing the council staff. Last week's Labour Party resolution doesn't guarantee that the union leaders can deliver their workers (Liverpool's teachers had no stomach for the fight) but it is hard to see how a winter of the most ostentatious discontent could be avoided.

The people in the middle will be the local authority officers who have to advise the defiant councillors, warn them when they are in danger of being overcharged or prosecuted, while keeping a watchful eye on their own legal position in the bargain. It may be all very well for Labour councillors to choose martyrdom, but they cannot reasonably expect their professional staff to join them in the lion's den.

Old patterns, new hopes

Once again, a detailed study in the area of equal opportunities in schools has shown that, despite considerable efforts in some quarters, the old patterns remain unbending.

A two-year, Equal Opportunities Commission-funded study of curriculum options shows that one school in ten now works hard to provide genuine equality of opportunity for its pupils. Yet boys remain the overwhelming majority in technology and physical science, while girls stay huddled together in language, biology and commercial subjects (page 7).

Coming so soon after the similar outcome of the Girls Into Science and Technology (GIST) project, pioneers in the field might be forgiven for being disheartened. Yet heads and teachers who are actively working to open up options remain refreshingly unperturbed by the findings of a research project based on 1980/81 figures.

They display a total confidence that they are doing the right thing, and that the tide is turning slowly in their direction. Figures from the dark ages of the early 1980s no longer reflect the reality of 1984, they say. What they have embarked on might be a long, slow, uphill haul, but results will eventually begin to glimmer through.

They also show a new and growing conviction that whatever makes good equal opportunities practice makes good educational practice as well. Hard thinking about the structure of subject options or how to integrate disaffected girls in physics and disaffected boys in French, can only, they are sure, be to the good of all pupils. Their convictions are now broad enough to encompass the fact that the school which has the most disaffected pupils is the one which has the most disaffected teachers.



this appears to have given them far more confidence that any number of conference papers or research studies. The indications are for a more interesting future, with many more tangible results to show for their efforts.

Glover among the Geordies

What is life like for young people growing up in areas of high unemployment like the North-East of England? This is the kind of question which can be approached in a variety of ways. Learned sociologists can survey the nation, looking for general statements which can be supported by statistical samples. Fundists in the affluent South can offer second-hand thoughts about "depressed" areas and the blight which they spread. Propagandists can put forward their answers, concerned less with the accuracy of their observations than with the impression they are going to create. Those who work closest to the grass-roots may lack perspective or have their own axes to grind.

In the circumstances, we thought we could do a lot worse than get someone who is not in the education business - but who knows what teaching is about. Mr Glover, who has been in the North-East for a long time, is a good example of this.

take a swing through the region and a dramatist's eyes and ears to observe and record what he sees and hears. Brian Glover's first article appeared in this week's (page 23), to be followed by a second in next week's. He wears a familiar television face, even if the conversational tone, even if the encouragement a somewhat artificial. He is not the conventional picture of a young man, on his first day at work, in the pubs - a flourishing post-adolescent society with no visible means of support - to which, no doubt, he is much darker side.

Nothing in his first piece with the sense of waste and despair, and the spectre of large-scale youth unemployment conjures up - now we know - social and political imperatives in ways of ordering the economy and getting rid of it. But, as Glover says, young people are resilient and life goes on.

Resource Technician
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Legal moves by teachers' union threaten salary structure talks

by Richard Garner

Legal moves by a teachers' union could bring the three-year-old discussions on restructuring salaries to a complete standstill.

The new obstacle to the talks - which are already in danger of breakdown - comes over the continuing row about whether the 23,000-strong Professional Association of Teachers, whose members pledge never to strike, should be represented in the discussions.

The union will approach the High Court immediately a date has been set for the resumption of talks and seek an interim injunction either ordering that it should be officially represented or banning the meeting.

The P.A.T., which was given a seat on the Burnham committee which negotiates pay in 1980, by Mr Mark Carlisle, then Conservative Education Secretary, has already been granted a full hearing of its case in the High Court later in the year.

However, only last week, the teachers' panel on Burnham reaffirmed its right to determine who should represent teachers in the discussion after being told of the impending court case.

It also agreed jointly to finance defence costs of the hearing. The three largest teachers' unions - the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters and Mistresses Association, voted in favour of dividing the costs according to their membership.

The P.A.T. writ - which has been granted a full hearing - has been taken out against the full Burnham committee.

Mr John Wordie, its independent chairman, has insisted that the Department of Education and Science should pay for him to have legal representation.

The local authorities are adopting a low profile over the case, claiming it is an inter-union dispute. However, their refusal to state that they considered the structure working party to be lawfully set up caused a few eyebrows to be raised among NUT representatives at a full Burnham meeting last week.

Meanwhile, the two largest teachers' unions - the NUT and the NAS/UMT - said he was "disappointed" to see next year's pay claim and the structure talks this week, despite a move by the TUC to bring them closer together.

After a meeting at the TUC headquarters on Monday, Mr Fred Smithies, general secretary of the NAS/UMT, said he was "disappointed" at the NUT's attitude towards the talks.

He said that he felt its decision to press its salary claim outside the talks was "a recipe for permanent industrial action under the present government". The management has asked for a resumption of the talks.

However, Mr Fred Jarvis, general secretary of the NUT, addressing a meeting of members in St Helens, Lancashire, just after Monday's meeting, said it was naive to hope that Sir Keith Joseph was intent on giving teachers a fair deal through a working party which has been actively sought to deny them through the Burnham main committee.

'Sack probationers who fail assessment'

Newly-qualified teachers who fail assessment should not be allowed to continue in their job, says the National Association of Head Teachers.

Such a failure would show they did not have a "vocational instinct" for teaching, it adds.

And it wants this clause contained in any agreement arising from salary restructuring talks.

In a submission on the salary structure talks published this week, the NAHT represents more than two-thirds of state school heads, favours effective assessment techniques for teachers - both on a newly-established entry grade for the profession and throughout their careers.

It also warns it will not "endorse any package" from the talks if it fails to solve the vexed question of lunchtime cover for absent colleagues, which has often been used as an effective industrial weapon by teachers' unions in the past.

The NAHT view is that the only way forward in pay negotiations next year is by a "successful fruit" to the structure talks. It rejects any flat-rate element in next year's pay claim.

Meanwhile, the Professional Association of Teachers, whose members pledge never to go on strike, lodged its recommended claim for next year this week - calling for a 7 per cent increase with single-option arbitration if agreement is not reached.

The National Union of Teachers, which has an inbuilt majority on the teachers' panel which met to fix the clear salary structure, wants a commitment to a new common salary scale as part of next year's agreement. As part of a two-stage move back towards pay levels set by the Houghton committee of inquiry into teachers' pay in 1974, it wants a rise of at least £1,200 for every teacher.

NEWS



Starting a new school has posed a challenge for Nicholas Newstead (above), with his teacher Mrs Vivienne Gibbins. Salisbury, suffers from muscular dystrophy and relies on the help of others throughout the day as independent movement becomes increasingly difficult.

He moved to Downtown secondary school in September as the buildings have been modified to allow physically

handicapped children to get around more easily.

To get Nicholas and his £1,400 special wheelchair to and from school involves his being hoisted into the car from his wheelchair, which is then manhandled by two people on to a trailer built by his father. On reaching school the complicated rigmarole is repeated. His father Robert Newstead hopes to be able to raise money to convert a minibus for the purpose.

Pass marks for 16-plus will be higher

Pass marks for the new common 16-plus examination to be set by pupils for the first time in 1988 will have to be higher than for existing examinations, Sir Wilfred Cockcroft, chairman of the Secondary Examinations Council, said last week.

Sir Wilfred said that the examination was being devised so that it could show "what boys and girls could do" and added: "A raw 30 per cent mark will not do."

He told a conference organized by the Associated Masters and Mistresses Association that teachers would have to become more involved with the examination since greater emphasis would be placed on their assessment of their pupils.

The SCDC may also award follow-up award follow-up grants worth up to £5,000 to discontinue the best project. The fund will replace the Morrell Fund, which was begun by the Schools Council in the 1960s and which gave maximum grants of £350.

Teachers and schools will be able to contact "associates" of the SCDC in their authority. These associates, who are mainly retired teachers and heads, will be able to advise on the use of the fund. They will be able to advise on the use of the fund. They will be able to advise on the use of the fund.

He added: "If you're saying that those who get nothing from seven years of education ought to get something, then I agree with you."

£50,000 curriculum development fund set up

by Sarah Bayliss

A £50,000 fund to encourage curriculum development in individual primary and secondary schools is being set up by the School Curriculum Development Committee, the body which has taken over from the Schools Council.

The fund will make grants of up to £1,000 to schools which can claim to be doing innovative work.

Mr Keith McWilliams, chief executive to the SCDC, said that the fund would be advertised in the next few weeks and bids would have to be in by December so that grants could be made in January.

"We are looking for teachers who are developing new ideas," he said, adding "we are not bailing out impoverished schools whose capitulation has run out, and though that may be."

The criteria for the fund will trust that work is undertaken by teachers in a particular school, or teachers collaborating in a group of schools. It is intended for new work but could be used to enhance existing work.

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Unions urge members to defy council register of Freemasons

by Adriana Caudrey

Teachers' unions have urged their 6,500 members in Leeds not to disclose whether they are Freemasons, in defiance of an instruction from the city council.

Head teachers and teachers representatives have denounced the recent introduction of a register where teaching staff in Leeds are supposed to declare membership of the secret society.

The National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers are trying to get the ruling reversed, but in the meantime have advised their members to ignore it.

Their response came as education chiefs on Tameside Metropolitan District Council began talks with teachers' unions, aimed at establishing a register, like that in Leeds, which new members of staff would be asked to complete.

Councils up and down the country have already adopted measures aimed at exposing Freemasons holding local government positions, but have extended this to other employees.

The moves have been prompted by growing controversy about the unseen influence which Freemasons may use to assist one another in job promotions, appointments, and the awarding of contracts.

These were largely prompted by the publication of Stephen Knight's book, *The Brotherhood*, which claims that Freemasons are rife in the police, local government, and the law. In the wake of the book, the Metropolitan police publicly warned officers that membership of the masons may be incompatible with police duties.

The NUT and the NAS/UMT have challenged Leeds City Council to prove that Freemasons are prevalent in teaching, and if so, that they prejudice appointments and promotions. Otherwise, they argue, the register cannot be justified.

Mr Nigel de Gruchy, deputy general secretary of the NAS/UMT, said: "The council must find some hard evidence for the influence of Freemasonry in teaching. So far they have not established their case."

He said local representatives would complain to the council about the lack of consultation over the decision.

Mr Clifford Morris, an NUT national executive member, was one of 300 teachers in Leeds to receive a letter from Mr Stuart Johnson, director of education, informing them that all school employees should state their affiliation.

"Should teachers have to declare their political, religious, racial, or recreational involvements? Where does it stop?" he asked.

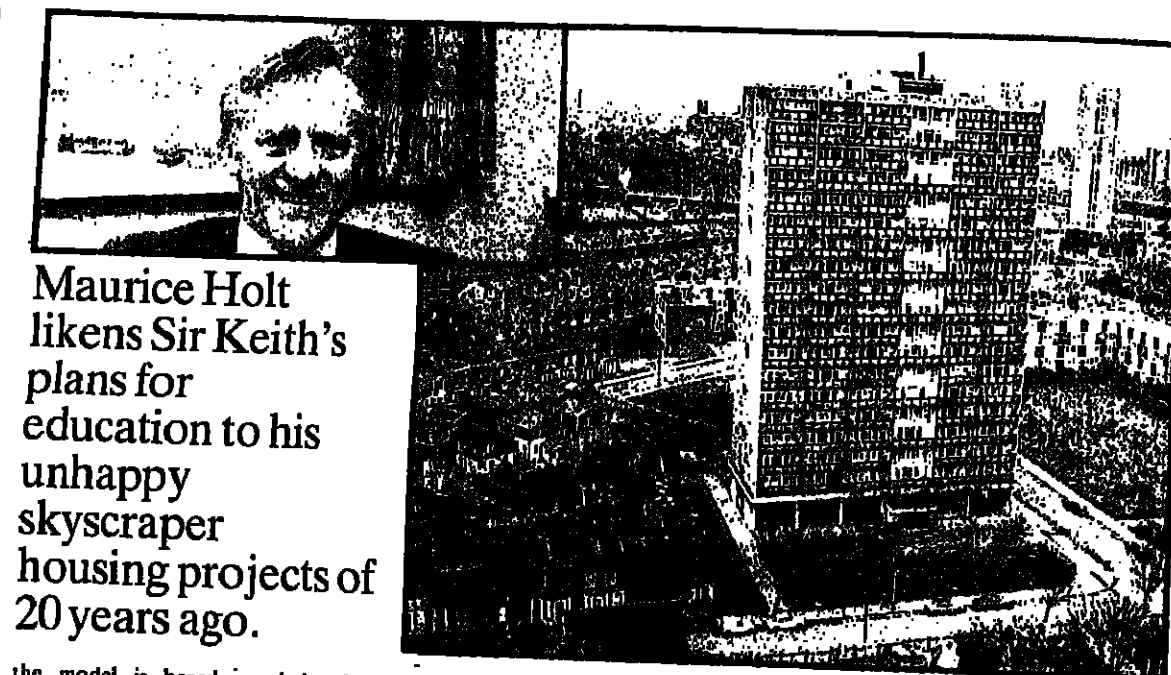
Mr Morris, head of Kippax North Junior School, is to meet Mr George Mudio, the leader of Leeds Council to discuss the issue.

"We oppose the idea of teachers having to reveal any information about what they do in their private lives. They have received legal advice that teachers are exempt in their contracts from having to disclose details about their activities outside work unless these interfere with their professional performance."

Mr David Hart, general secretary of the National Association of Head Teachers, said: "I oppose the concept of declaring membership of the Freemasons, not because I support them, but I think it's the thin end of the wedge, and I am worried about the implications. Will people soon have to declare their membership of a cricket club or a golf club?"

A spokesman for Leeds City Council said: "Teachers have not been particularly singled out. All our employees have been asked to declare their membership. She agrees that as education staff, from the age of 18, they should be able to declare their affiliations. It is a matter of principle."

The high-rise curriculum



Maurice Holt likens Sir Keith's plans for education to his unhappy skyscraper housing projects of 20 years ago.

It's a curious thing that just when architects are at last having a second thought about their concrete citadels and are developing a more human approach, the Government is trying to construct a curriculum out of lower blocks. For just as people have to live inside buildings, so pupils have to live inside the curriculum. And the structure outlined in the latest Department of Education and Science discussion paper (TES, September 28) is about as enticing as a 1960s high-rise municipal tenement.

The discussion paper offers a strictly utilitarian scheme of things: a new functionalism in which pupils are to know the use of everything and the value of nothing. So the curriculum skyline is dominated by the four market-friendly monoliths: mathematics; craft, design and technology; English; and, of course, lots of science and computers.

Pupils will pick their way between these soaring edifices, occasionally stumbling across the less important side-shows: history, geography, maybe even a touch of art or music for the first two or three years. Thereafter, any vacant lots will quickly be colonized by activities dedicated to relevance, to the "real world": a vocational shanty town of the kind now being jerry-built under the TVEI scheme.

What is missing from the DES vision — to use a wholly inappropriate word — is any sense of what it is, as a citizen and human being, to find happiness by leading the good life. Whereas Aristotle believed that we work in order to live, the Government wants to dedicate schools to the proposition that we live in order to work. Just as in the 1960s tower blocks, the human dimension is absent. All that matters is meeting market needs as cheaply as possible.

The analogy is not as fanciful as all that, if you remember that it was Sir Keith Joseph who in 1963, as Minister of Housing, committed the country to a vast, costly and misguided effort to grace our cities with system-built high-rise housing. Just the same technocratic model inspires his present passion, as Secretary of State for Education, for imposing a system-built curriculum on all our pupils — primary as well as secondary. And — exactly as in the sixties — the false assumptions on which

the model is based are being left unchallenged.

This is plain from the extraordinarily uncritical reaction to Sir Keith's Sheffield speech earlier this year. He presented, with commendable clarity, a ruthlessly technocratic scenario. Education, we were told, is to do with "absolute standards of competence": there is to be "explicit definition of the objectives of each phase and of each subject area"; local education authorities are to establish "an assessment of performance" for all their teachers; and, of course, "there is no margin in our plans for inefficiency".

In a more robust age, the air would have been rent with attacks on this monstrous piece of reductionism; instead, an unreasoning euphoria seized the educational stage army as it rolled seduced by grudging compliments.

For the point is that just as system-built blocks were based on the false assumption that land was scarce, so the false assumption that talent and ideals are scarce. So the curriculum is to celebrate differentiation between pupils, and to be built like Lego from

measurable objectives and grade-related criteria. Basic competencies to do a prescribed job in society are the new benchmark: much safer than a curriculum which allows pupils to find out who they are, what they enjoy doing.

Further, there is an analogy between the headlong rush to throw up the tower blocks — innovation without development, as it has recently been described — and the current rush to assemble an output-led, functional curriculum. American experience already suggests that the difficulties are considerable and the results disappointing. Yet we are agog to adopt aims and methods which impoverish curriculum experience and diminish the professionalism of teachers; which greatly reinforce central control of education; and which will banish many pupils to a stigmatized curriculum, while those with an academic flair will pursue an unreconstructed nineteenth-century subject-bound course, conveying them through its dreary routines to higher education and managerial jobs.

It is a recipe not only for dull schools, but also for social unrest. For

beneath the bureaucratic rhetoric, the Government's goal appears to be a tripartite education system to match a tripartite society.

The maintained sector is to be starved of funds, so that discerning parents will have no alternative but to use independent schools: from these will come the future leaders. The comprehensive need both an academic and a technical-grammar stream, whose products may aspire to be sales directors and supermarket managers — hence the buttressing of A level with A.S. level, alongside TVEI for the middle-rankers.

At the bottom will be those for whom the DES discussion paper offers little: the inevitable life skills courses from year four onwards, and not even a guaranteed chance to start learning a foreign language, let alone gain insurance in one.

Nowhere is the narrowness of this model more apparent than in its neglect of the arts and the humanities, for subjects are to be optional after the third year. Thus the grammar-stream pupils will not lack time for science, computing, technology, economics

and other reputedly useful studies; but all will suffer from a lack of a coherently planned curriculum where they can reason about the political world, and develop for judgment, which should be the cardinal aptitude of the citizen.

Even those who choose to take the GCSE course in history must be mined by its output of what is not the chance "to overcome the work and detect it in the thought" (to use Oakeshott's memorable summary of the teacher's task), satisfying a predetermined list of aims and competencies. It is a prospect.

Neither, by a supreme irony, is the model likely to foster a genuine economy and please the gods of the market place. For our most serious competitor — Japan — keeps us at bay of school vocational courses, equipping the young for success tomorrow. Moreover, as the economist, Amartya Sen, has pointed out, anything like the new economy of Mrs Thatcher. Quite the opposite: productivity depends on access to a wide range of individual aptitudes, rather than through a narrow, misdirected and narrow modern economy.

Sir Keith Joseph — the leading free-market theorist — has misunderstood both the modern economy, and the role of a curriculum for enabling children to be moral agents in a modern world. For that reason, misperceptions of the nature of housing, all those years of chance are we shall see in the century busily building down the skyscrapers, will surely build a form of schooling that betrays the humanity and capacity of us. How sad that we can begin on with it now.

Maurice Holt is director of the Curriculum Development Support Unit at St Mark and St John College of Education, and author of *Curriculum Planning*.

Mike Durham looks at the background to the latest row over HMI reports and speaks to five Tory I.e.a. chairmen who claim the Inspectorate's comments are often irrelevant and unhelpful



Dr David Muffett (Hereford and Worcester): "HMI strays into political, social and financial areas which are not within its province. It is not proper for the inspectors to serve political value judgments. Much of what they say is a matter for authorities themselves, on which HMI does not have the slightest competence to judge."

Mr Brian Sams (Bexley): "HMI is a complete and utter waste of time. It's managed by local authority politicians for their own political purposes. I don't think the inspectors are as useful as they think themselves to be and I doubt whether Sir Keith Joseph thinks they are very useful either."

Lady Poplewell (Buckingham): "HMI is concerned with value for money. But money does not necessarily buy good education."

"I constantly get very upset when people, including the HMI, make this link between spending and standards. There is a link, but not necessarily a direct correlation. Local authorities should be the judge of what is right for them."

Mrs Mavis Peart (Sutton): "I have often been critical of HMI reports. They are unrealistic, in a context of reduced spending. I have felt all along that HMI is not telling us something we don't already know."

"There was a severe HMI report on Sutton last year. But we know already what we can do, and what we could do if we had the money. We know we should be spending more on certain areas."

Mr Paul Clarke (Kingston): "The HMI spending surveys are too general. The amount of money that produces a very good service in one authority might not be enough for another. What seems to be far too much money does not necessarily produce the finest education service in the world — it's not just a matter of resources."

"They seem to be selective about the questions they ask, and how they phrase them. And it must be very difficult sometimes to refrain from taking a quasi-political line, to prove, as it were, that inspectors do exist. Are they setting out to prove something — or just there to carry out some monitoring?"

Survey seen as threat to HMI's integrity

HM Inspectorate — the independent body of civil servants charged with keeping a watch on Britain's educational standards — is facing one of the most serious challenges yet to its professional status.

Since the publication of the annual expenditure survey in May which investigated links between the level of provision and educational standards, HMI has faced a barrage of criticism from local education authority leaders.

Now a private survey among Conservative I.e.a. chairmen and spokesmen, on the value of published HMI reports, is being interpreted by Labour education politicians as a well-orchestrated threat to HMI's independence and integrity.

Many of the Conservative chairmen claim that the HMI's comments in the expenditure surveys and other reports are irrelevant, ill-informed, unhelpful, or even loaded.

They believe the inspectors are meddling in an area where they are not qualified to pass judgment — the question of how spending affects the quality of educational provision.

But in other quarters, the Tories' real complaint is seen to stem from the

political embarrassment of being forced by a Conservative Government to curtail spending, yet publicly castigated by HMI for not spending enough.

Some Conservative I.e.a. chairmen, it is alleged, would like Sir Keith Joseph, the Education Secretary, either to direct HMI not to comment itself with expenditure, or to withhold the publication of reports.

In the early summer, at a Conservative regional conference in Banbury, Tory chairmen — including the chairman of Hereford and Worcester I.e.a., Dr David Muffett — spelt out their dissatisfaction to education junior minister Mr Bob Dunn.

A series of meetings between the disaffected chairmen and Mr Stuart Easton, a political adviser at the DES, is then understood to have taken place both at Elizabeth House and in individual I.e.a.s.

Five weeks ago, following complaints by Hereford and Worcester, Dr Muffett and the chairman of Sutton I.e.a., Mrs Mavis Peart — both I.e.a.s. severely criticized by HMI — the survey of Conservative education leaders was begun.

The survey was started by Birmingham councillor Mr Les Lawrence, chairman of the Conservative Party's National Advisory Committee on Education, after Mr Dunn said he wanted to know how many other Conservative education leaders felt the same way about HMI.

A delegation of Tory chairmen has since seen Sir Keith in the presence of a senior HMI official.

Sir Keith is understood to have resisted any attempts to interfere with the independent status of HMI. Nevertheless, one Inspector described recent events as "the worst three weeks of my professional career."

Mr Giles Radice, Labour spokesman on education, who has written to Sir Keith seeking assurances about the future of HMI, said: "HMI provides a very valuable service and it would be extremely worrying if its independence were to be undermined."

He claimed it demonstrated the "backwoodsman" nature of Conservative I.e.a.s. chairman, worried at the prospect of defeat in the next round of local elections in May, Sir Keith for an assurance that HMI will not be "muzzled" or subjected to "partisan political interference."

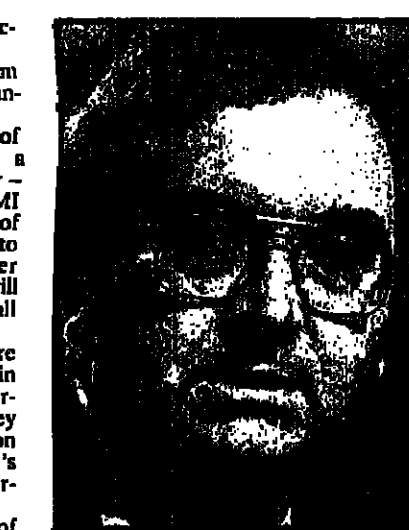
Other criticism has come from Labour education chairmen, trade unions, and educationists.

Mrs Nicole Harrison, chairman of Haringey I.e.a., which received a passing from HMI earlier this year, said: "It would be disastrous if HMI lost its independence. If politicians of whatever colour — have the ability to manipulate the Inspectorate, neither I.e.a.s. nor the teaching profession will take HMI seriously. It would lose all credibility."

An NUT spokesman said: "We are not surprised. The HMI reports in recent years have been a major embarrassment to the Government. They have told the truth about education cuts. It would be a scandal if the HMI's independence were to be undermined."

Professor Ted Wragg, professor of education at Exeter University, said: "Independence is the HMI's great strength. Even if they don't agree with what the inspectors say, you know they are telling the truth as they see it."

"Once you start getting the impression that their reports have been con-



Bob Dunn is understood to have been assured, sat on, dry-cleaned or emasculated then they will no longer have any credibility.

Mr Bob Dunn, and the HMI's Senior Chief Inspector, Mr Eric Bolton, both declined to comment.

Liberals deplore 'party' governors

The Liberal Education Association has told the Education Secretary, Sir Keith Joseph, that it deplores the practice of political parties nominating school governors as a "political reward".

Mike Durham writes.

In its response to the Government Green Paper, *Parental Influence in Schools*, the Liberals criticize nominations of governors "as a reward for

service to their parties rather than for their knowledge of and commitment to educational matters."

It says parents should be given greater influence in schools, but not the majority on school governing bodies. Parents, the association says, would rely heavily on school staff and I.e.a. support.

"What really matters to most parents

is the ease of access to the school and the opportunities they have to receive information about their children's progress."

The Liberals say the Taylor Committee's recommendation of a right of access to schools should be accepted as a "practical demonstration" of the partnership between parents and schools.

AMA predicts cities will have to cut budgets by 7.6 per cent

by Mike Durham

Metropolitan local authorities will face average cuts of 7.6 per cent next year to comply with Government spending targets, according to the Association of Metropolitan Authorities.

The association, which represents I.e.a.s. in Britain's biggest towns and cities, also predicts that education budgets will have to bear the brunt of the cuts in spending on services.

An AMA survey has indicated that to comply with spending targets, three unnamed authorities will face all-service cuts of 15 per cent in real terms. Another 12 will face cuts of between 10 and 15 per cent.

The majority will need to make cuts of between 5 and 10 per cent.

But education services are believed to be in the forefront of the cuts, if the

Government's plans are implemented.

The Government is expected to allow for a 4 per cent growth in inflation, according to the AMA, the association predicts that the average for education will only be 3 per cent.

The Government will maintain the level of education GNS — the sum each authority needs to spend on education to maintain a minimum level of services — in December.

An AMA spokesman said: "The figures suggest that there will be a 1 per cent increase in the education spending will be very significant below that for other services."

More teachers may be hired

Conservative-controlled Hereford and Worcester is being urged at its next county council meeting in November to hire an extra 150 teachers from the voluntary sector to supplement its school staff.

If the recommendation,

from the education committee, is agreed, half the teachers would be employed in January and the other half in September.

The county council has been urged to hire an extra 150 teachers from the voluntary sector to supplement its school staff.

Management body to admit schools

The British Educational Management and Administration Society is to admit schools and teachers' centres to a new category of membership.

The society, which is a forum for exchanges of views on educational management, already has a wide membership drawn from I.e.a.s., schools, universities and colleges.

The new membership category will allow schools to receive the society's journal, *Educational Management and Administration*, published three times a year, and to send representatives to conferences and seminars for reduced fees.

The membership fee for primary schools will be £20 a year, and for secondary schools of teachers' centres £25 a year.

Further information from Eliza Davies, Headteacher, Whitehall School, Cowley Road, Uxbridge, Middlesex.

Lecturers quit union

About 15 lecturers at Hastings College of Art and Technology have resigned from the National Association of Teachers in Further and Higher Education in protest at the union's £10,000 donation to striking miners.

Instead, they have joined the Professional Association of Teachers, the no-strike union, whose general secretary, like NATFHE's, is called Mr Peter Dawson.

Mr Mike Jabliti, a lecturer in the construction studies department, said the gift was the "last straw" for himself and some of his colleagues. They were also opposed to NATFHE's affiliation with the Campaign for Nuclear Disarmament and the National Council for Civil Liberties.

"Of course we regret their decision to resign but we would urge them to think again. It is not in their best interests to leave as we are the only union that negotiates for them."

Tory voters oppose plan to curb ILEA spending

by Richard Garner

A majority of Conservatives are opposed to Government moves to cut the spending of the Labour-controlled Inner London Education Authority, according to a opinion poll published this week.

The poll, commissioned by the ILEA and carried out by the MORI organization, showed that 78 per cent of the 1,000 interviewed opposed cutting the ILEA budget by £75 million — the figure necessary to bring it into line with Government spending targets in the wake of its rate-capping legislation.

It showed that 51 per cent of Conservative voters were opposed to the cut with only 22 per cent in favour. Only 7 per cent of inner Londoners, overall, were in favour of the cut.

The MORI poll, based on interviews with 1,000 voters throughout London, shows that there are no obvious areas of support for the Government's plan.

almost as strongly opposed as inner Londoners to the Government's policies on ILEA spending.

Thirty-nine per cent of inner Londoners would like to see both rates and education spending increased while 43 per cent would favour keeping them at their present level.

The poll will be seized on by the Labour group on the ILEA as ammunition in its campaign to persuade the Government to change its mind over its plans for the authority — one of the four I.e.a.s. targeted for rate-capping.

Mrs Frances Morrell, ILEA leader, said the poll showed that the Government had misjudged public attitudes towards the ILEA. Mr Patrick Jenkin, the Environment Secretary, had little to say about the poll.

Staffing cuts disputes end

Teachers in two local education authorities in the North-east have called off industrial action following agreements on staffing levels with their employers.

Members of the National Association of Schoolmasters' Union of Women Teachers in Newcastle and South Tyneside had been refusing to cover for absent colleagues in protest over staff cuts which would have worsened the pupil/teacher ratios in both authorities.

The action — which led to children being sent home from school — was suspended in South Tyneside this week after the authority had pledged it would try to restore staffing levels. The cuts planned meant the loss of about 70 teaching posts above the number to take account of falling rolls.

In Newcastle, where more than 100 jobs were being cut, the teachers and I.e.a. have discussed the establishment of a staffing pool which would help out schools in difficulties.

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Virginia Makins reports on the reaction to last week's HMI discussion paper on English teaching

What the ORACLE found...

The nature and problems of English teaching in schools are now well documented, not only by research reports and HMI surveys but by the inspectors' reports on individual schools.

In primaries, according to the observations of the Leicester University ORACLE study of 58 primary classes in the late 1970s, children spent no less than 21.2 per cent of their time on formal English written work - grammar, punctuation, spelling and comprehension exercises.

Creative writing took up another 8.5 per cent of their time, reading 4.4 per cent, and oral work 2.2 per cent.

HMI's own primary survey in the mid 1970s found that virtually every class of 9 and 11-year-olds had text books for grammar, spelling and syntax exercises, and warned that the work did not necessarily help children to write "fluently and with purpose".

In their later survey of 9 to 13 middle schools "grammar, punctuation, spelling and comprehension formed a considerable part of the English curriculum".

In their individual reports on primary and secondary schools, HMI has found a lot to praise - particularly in primary schools and secondary English departments which go in for a lot of talk and discussion, encourage children to read widely for pleasure, and base a lot of work on literature, poetry and drama.

But in many reports, the message is that schools should get away from teaching mechanical aspects of English.

In primaries they often say that the most competent and vigorous writing comes from observation and first-hand experience. They praise schools where children write in many different styles for different purposes, and discuss and improve drafts with teachers.

In secondaries there are often worries about English for less able children, where the stereotyped and mechanical exercises are even more in evidence, resulting in "few pupils gaining experience of discussion or sustained writing."

Even in schools with clear guidelines, and checklists of skills and activities over a broad range of English teaching, the policy sometimes has "only a tenuous relationship to classroom practice."

But several schools are hampered by poor facilities and resources for English teaching, and by the number of pupils teaching English without training for the subject. In 1982 HMI reckoned that 22 per cent of English teachers in secondary schools had "no discernible qualifications" for the job.

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HMI in danger of defeating its own objectives, advisers warn

Poor teaching may be reinforced by the objectives in a new HMI curriculum discussion paper on English, advisers have claimed.

They say the document, which was sent out to local education authorities and schools last week, could actually prevent the spread of the widely accepted aims and principles identified by the inspectors.

The discussion paper had statements of the aims and principles of English teaching which many of its critics support. It stressed the Bullock Report's principle that talking, listening, reading and writing should "constantly and naturally interrelate" in English lessons.

But it also listed detailed objectives for seven, 11 and 16-year-olds under five separate headings - adding knowledge "about language", including some traditional grammar, to the four English activities.

A covering letter from Mr Eric Bolton, Senior Chief Inspector, describes the document as a "rather bald statement" of aims and objectives, and hopes that it will be read alongside descriptions of good practice.

The letter asks for comments and reactions to be sent to the Inspectorate by December 31. Mr Bolton particularly asks for comments on four topics:

● What differentiation should there be within the objectives to take account of different levels of ability;

● What should pupils learn about the English language in terms of how it works - grammar, punctuation and spelling;

● What do teachers need to know about the way the English language works, and about language development in children; and,

● What attention should be given to spoken English in schools.

Several advisers are now encouraging individual schools and teachers to send comments on the document to HMI. "It is very important that individuals respond; they will get much more attention than the organized pressure groups," said one.

"We are invited to comment on this paper. We must do so, in considerable detail," says Mr Gordon Hodgson,



chair of the National Association for the Teaching of English. "We have to accept that it is a draft ready for our re-working."

Mr Hodgson, like all the other English specialists *The TES* talked to, is most concerned about the detailed lists of objectives. "The paper will not be read as a whole by many parents, governors and employers."

"HMI must understand that, if they issue with their authority deliberately bald statements of so-called 'objectives', these will be read baldly and used badly."

Several of the objectives, says Mr Hodgson, are "most acceptable as descriptions for appropriate curriculum experiences. Others are hazy, unrealistic, or insignificant. Some of

those concerned with language are unacceptable.

"To assert that most 11-year-olds should 'know the rules of spelling' is not helpful. The rules are not defined - they are many and complex - and the assertion does nothing to guide the effective development of good spelling. Other important kinds of knowledge about language are simply excluded."

"The pity is that, in this draft, many sound and generally shared recommendations get lost. They need to be given a better voice."

Mr Barry Moorhouse, of the English Advisers' Association, is also uneasy about the objectives approach. "It's time we had a statement of some

general principles of English teaching," he says.

"What worries me is that these lists of objectives tend to reinforce less good practice. As people may not read the whole of the document, and when they do, the main parts of speech will go on to be arid exercises."

Mr Moorhouse is also worried about the breaking up of objectives into different age groups. "You can't build a scheme of work on these."

He believes that many of the objectives are unrealistic for the age ranges. "If you see these objectives as targets, you have to accept quite a proportion of children will never hit them."

A primary adviser described the objectives for 11-year-olds as "whimpering". Many good experiences that would cover many of them, he said. The detailed lists, only help to promote the idea that "language is assembled in little packages that you can bolt together. Unless 'something more' is added to the general notion of good education is brought into the discussion," he said. "It will be a great encouragement to rather dull schools to go on with their dull routine practice."

"We know from North America when you list objectives as a schedule they encourage teachers to work in an automatic way, rather than in a creative way," said Denis Lawton, director of the Leeds Institute of Education, adding:

"If you have proper selection objectives - designed in a way that know whether the child has or has not - in English they will work. If the objectives are not behavioural they will be subject to different interpretations. They are disturbed by long lists of objectives."

HMI says that comments and suggestions should be sent by December 31 to: Staff Inspector for English, Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.

derivations and pointing out the relationships.

"Pupils can be taught pronunciation - we have to find a way of preventing them feeling that a ruddy word is another learning problem, and there are many of those. The rules of spelling are a rate."

Mr Marland is also concerned about the objectives of teaching punctuation. "Punctuation is part of language, part of writing. Children should be taught to respond to punctuation in many ways, not just to use it as a writing."

Other objectives were too difficult to be helpful, according to Mr Marland. "They say that 11-year-olds should be able to distinguish between the literal and the figurative. But this is not a simple dichotomy. A large part of our vocabulary has a figurative quality in its roots."

Mr Marland believes that we have not yet begun to solve the problems of relationships between the curriculum and the periphery in a dissemination system. "There are problems at levels - DES to L.E.A.s, L.E.A.s to schools and senior staff to teachers."

"What is the role of the DES in School Curriculum Development Council when great exhortations are too broad to be usable, and objectives with great precision are artificial to be usable?"

"From what I've read, the impression is not so much solving problems as announcing it and hoping it will happen."

Mike Durham reports on a study of classroom crises

Disruption 'no shame'

Teachers too often feel ashamed at their failure to cope with disruptive children in class, according to a new book on problem pupils.

Disruptive Children - Disruptive Schools?, to be published later this month, says teachers should be more honest about the difficulties and not regard them as a sign of professional incompetence.

Cave studies cited in the book show that even the most experienced teachers make mistakes in their handling of classroom crises. It claims disruption is widespread and serious.

The authors - Jean Lawrence and David Stead, lecturers in education at Goldsmiths College, London University, and Pamela Young, a lecturer at the university's Institute of Education - base their findings on a study of life in two schools, one an outer-London coeducational comprehensive with 1,200 pupils, the other a boys' comprehensive with a roll of 800.

In a week staff reported 77 "incidents" at the first school, ranging from fighting in class and insolence, to

talking, whistling and eating sandwiches during lessons.

Staff were asked to keep notes of every incident, how they dealt with it, and what the outcome was. About half the incidents were reported by the teachers to more senior staff.

The authors' advice to teachers is: ● Nip the incident in the bud. If a problem is brewing up, try warning the child off or order him to switch seats.

● Take account of group dynamics in class. Look for leaders, find ways of changing the group layout, stand in a different place. Do not accuse groups of theft when only one or two pupils may be involved.

● Talk to individual troublemakers outside lesson time, especially when a pupil is becoming a persistent nuisance over several lesson periods.

● Give children the benefit of the doubt if they make excuses which cannot be checked - such as a stomach ache.

● Defuse potentially dangerous situations by cracking a joke.

● Think carefully before getting too angry about pupils cutting in class. "As

we are a nation of nibblers, one wonders whether quite so much fuss needs to be made."

● Avoid becoming personally involved - and be alert to your own feelings and state of mind. A teacher who is in a bad mood may over-react. ● If you do decide to have a confrontation, do it on your own ground and on your own terms. Never be rushed into events, and know exactly what you are going to say.

Schools themselves can help to cut down on disruptive behaviour by changing their timetables, curricula or internal organization, the authors add.

They suggest spacing out periods with the same class, to cut down the length of time a group of pupils is together; find an efficient means of changeover between lessons; and avoid over-rigid structures of sanctions for misbehaviour.

Disruptive Children - Disruptive Schools? by Jean Lawrence, David Stead and Pamela Young, is to be published by Croom Helm on October 25, price £14.95.

CND upset at nuclear advice team

by Carmel McQuaid

About 40 science teachers in Northern Ireland have volunteered to be trained as civil defence advisers who would guide the Government on the best action at local level, if Northern Ireland were attacked with nuclear, biological or chemical weapons.

The decision is in response to an invitation issued in June by the Northern Ireland Office to the 300 members of the Association for Science Education. It emphasized that, while a basic degree science was essential, personal integrity and enthusiasm were also vital.

The Northern Ireland Office has said that it is reasonably pleased with the response.

But the recruitment has triggered off an angry reaction from the Campaign for Nuclear Disarmament, which interprets the project as "another threat by this Government to local democracy", and denounces it as "a ruse to give a false impression to the public that nuclear war is survivable."

A CND spokesman, Mr Robin Wilson, called on the local councils to refuse to cooperate with any civil defence measures the Northern Ireland Office may introduce.

The scheme is aimed mainly at rural Ulster, especially the south and west of the province, where there are no precautions yet to protect livestock and crops against nuclear fallout. But facilities at Queen's University - where Professor Ian Roddie of the faculty of medicine, is Northern Ireland's Chief Scientific Adviser - already provide for east Ulster, while the New University of Ulster at Coleraine caters for the north.

The volunteers will be trained according to a prepared programme - which requires them to attend for instruction one evening a month. These sessions will be supplemented by an occasional weekend event and daytime meeting.

Mr David McCullough, the Northern Ireland secretary of the ASE, disputed the CND allegation that the recruits were supporting Government policy on nuclear weapons. "To me there is no such link, any more than a seat belt means you'll subscribe to traffic regulations."

Contingency plans existed for air and train disasters and for floods; this was just another along the line, he said.

First conference

The International Conference on School and Popular Meteorological Education held in Oxford last July was the first - and not the tenth as reported in *TES* Extra, September 21.

L.e.a.s seek MoD aid with service children

by Susannah Kirkman

Local authorities are planning to press the Ministry of Defence to provide extra funding for schools with a high proportion of service children.

Mr Tim Brighouse, director of education for Oxfordshire, one of the counties most affected, has said that it costs his authority an extra £250,000 a year to educate children from service families.

Twelve Oxfordshire schools with a high percentage of service children already have at least one extra member of staff and a 10 per cent larger capitation allowance than average. Even so, Mr Brighouse feels that the schools need more help.

He has written to more than a dozen other authorities with large numbers of service children, asking for their support to take the matter up with the Association of County Councils.

He wants the Government to introduce a transfer payment from the MoD to the Department of Education and Science, compensating the education service for the additional costs involved

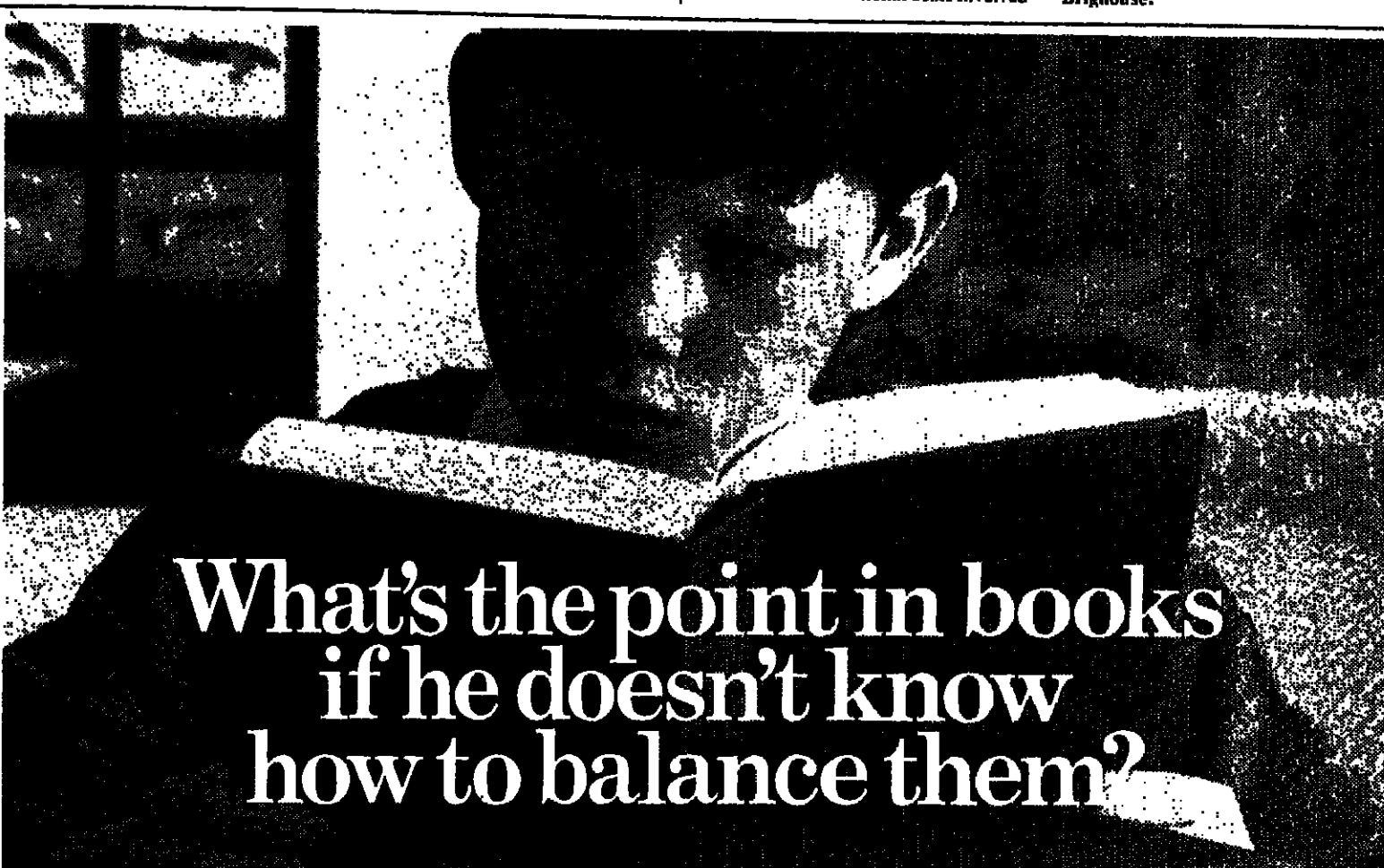


Tim Brighouse

in educating service children.

"After they've been posted abroad, these children need more staff attention to help them settle," he said. "Research evidence shows that frequent changes of school mean that the child slips back a little each time that he or she starts a new school."

Service children also need extra diagnostic attention, according to Mr Brighouse.



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NEWS

Pilot management training scheme launched

A pilot scheme to produce a management training policy for heads and senior staff has been launched in 50 schools across eight local education authorities, Susan Kirkman writes.

The initiative comes from the National Development Centre for School Management Training, the agency established last year at Bristol University to specialize in staff development for heads, one of the priority areas selected for direct central funding.

The local authorities taking part are Cambridgeshire, Cleveland, Dorset, Gwent, Northamptonshire, South Glamorgan, Birmingham and Leeds.

Each will have a policy coordinator to develop a management training strategy for all schools in the authority but in the pilot scheme an assistant coordinator will work with just seven schools, three primary, three secondary and one special.

Dr Ray Holm, director of the NDC, said this week that few, if any, authorities appeared to have a formal policy for the development of senior teachers.

"We recently conducted a survey on the subject throughout the 104 English and Welsh authorities and not a single respondent referred to or submitted a written statement of their overall poli-

cy. They are keen for their staff to attend courses but in our experience this must be part of a coherent overall programme if it is to be effective."

He explained that the scheme launched this month was only the first phase of a two-part plan. The second phase would begin in 1985-86 with another group of authorities.

"While helping the first eight L.E.A.s to plan and implement their staff development policies for senior staff we expect to learn from them as well. And what we learn will be applied during phase two."

He stressed that the aim was to

improve school management, hence the quality of teaching and learning. "It is not about efficiency, the abstract or towards financial motives but towards the delivery of a better educational service."

Over the next 12 months the NDC will be arranging workshops and seminars for the coordinators and training ideas not only from education but also from industry and management. Local Government Training Board will be contributing to the programme and higher education institutions already involved in senior management training will be invited to collaborate.

Welsh survey reveals ignorance about management of secondary schools

Parents 'unaware of governors'

by Bert Lodge and Richard Garner

One in four parents in a recent survey by the Welsh Consumer Council did not know their child's secondary school had a governing body. Two out of three did not know there were parent governors and four out of five could not name one.

The council rejects the proposals in the Green Paper, *Parental Influence at School*, to put parents in the majority on governing bodies. "Parents should have increased representation," says the WCC, "but in equal partnership with teachers, local authorities and the local community. There is also a strong case for giving at least one older pupil, elected by fellow older pupils, a place on the governing body of each secondary school and sixth-form college."

The council also believes that the governors should be consulted before the local education authority decides to advertise a post or fill it from the local "pool" of teachers.

The survey was carried out in February and March this year in cooperation with the former Schools Council Com-

mittee for Wales. Questions were put to more than 400 parents with children in seven secondary schools.

Barely one in 10 parents could say how parent governors were chosen. In the three schools where the system was election by parents the proportion of parents aware of it ranged from 22 per cent to 2 per cent. In one school 95 per cent could not name a single parent governor.

The council calls for a publicity campaign to raise the level of awareness on the role of governing bodies and the rights and responsibilities of parents in relation to them. The Government should also ensure that all L.E.A.s provide comprehensive training for governors, the council says.

The role of the clerk to the governors will be particularly important. The WCC agrees with the Green Paper that the clerk must have the confidence of the governors and recommend that he/she be appointed only with their agreement. If the governors want a replacement the authority should

comply. A reasonable turnover of governors is vital, the council says. It recommends that nobody should serve more than six continuous years and that three years should elapse before a former governor should be eligible to stand again.

Government plans to give parents majority representation on school governing bodies could seriously damage home-school relations, according to the National Union of Teachers.

In its official response to the Government Green Paper, *Parental Influence at School*, the NUT says it is not convinced that the Government's plans will promote better relations between teachers and parents.

The NUT reaffirms its support for the principle of equal representation between staff, parents and local authorities, as outlined in the Taylor Report in 1977.

It adds: "Accountability is an area in which, because of the nature of the group which they represent, parent

governors experience more difficulty than other groups. The Green Paper proposals are not helpful in reality, this problem and could indeed be the effect of accentuating this difficulty."

"Elections would be likely to cause further problems. The Green Paper proposes that these might take place at the annual parents' meeting of what the annual report would be discussed but this would mean that not all parents would be involved and cases only a minority of parents would participate."

"In rural areas and in the special education sector such a system could cause serious difficulties for many parents and would be likely to disenfranchise the less able and single parents."

The response also says the Government's suggestion that parent bodies' duties should include "examining the statement of the school's curricular aims and objectives" is "wholly inappropriate."

L.e.a.s slow to cater for dyslexics

The way many authorities tackle dyslexia is like a millstone round the necks of dyslexic children, according to Mr Tim Eggar, Conservative MP for Enfield North.

Mr Eggar, who was speaking at a meeting to launch Dyslexia Institute Week on Monday, said that some authorities dismissed the condition as a sign of middle-class imagination, and did not provide the special training dyslexic children needed.

Dr Harry Chasty, the institute's director of studies, told the meeting that Birmingham was one of the most intransigent authorities. Its provision for dyslexic pupils was inadequate, and it was reluctant to release children from lessons for special treatment at the Dyslexia Institute in Sutton Coldfield.

Dr Chasty said the Department of Education and Science regarded reading as a total performance, but dyslexic pupils could learn to read only in distinct stages, and needed specialized help. They also suffered from memory problems which retarded provision in schools would do little to improve.

The teaching of the study and essay writing skills necessary for dyslexics was at rock-bottom, he added. In spite of the 1981 Education Act, one of the main difficulties was diagnosing dyslexia early enough. Dr Chasty said. Children had to be two or three years behind before they would be assessed or receive any special attention; bright dyslexic children might never fall so far behind, although they would never achieve their full potential.

Dr Chasty called on local education authorities to follow the example of



One of the main difficulties is in diagnosing dyslexia early enough.

Sheffield, which seconded 22 teachers for training at the Dyslexia Institute last year. The institute is appealing for £250,000 to provide premises for a new teacher-training centre.

A spokesman for the Birmingham education authority said that it was aiming to meet all special educational needs within the present school system, in line with the 1981 Act. It is launching an in-service training programme on special educational needs, but that will not include training about dyslexia.

Dr Chasty called on local education authorities to follow the example of

Segregation criticized

The Inner London Education Authority should end the segregation of children and young people with disabilities and dismantle special schools, says the Children's Legal Centre.

In a submission to the Education Committee on Special Educational Needs, published last week, the centre says that continuing support for segregated special schools is a "total contradiction" to the authority's own commitment to mainstream education. At present almost 8,000 of the L.E.A.'s pupils, almost 3 per cent, are in separate day and boarding schools.

The L.E.A. has a "unique opportunity to take a lead in ending segregation", according to the submission. It suggests that the authority should end the segregation of children with disabilities by an uniformed policy from the L.E.A. initiative should tackle discrimination by race, sex, and class; integration should be a higher education.

The centre also insists that the parents of children with special needs should have more rights, including earlier access to reports on their children. Copies could be sent to parents the same time as to the school. Parents should also be allowed to attend case conferences when professionals and administrators meet to discuss their child's needs.

Cane dispute ruling sparks Labour row

by Richard Garner

A legal and political row broke out this week in the wake of a court decision to order two teenage boys to be taken into care after their mother refused to allow them to be sent to school.

The boys, aged 14 and 15, have been kept away from their local comprehensive by their mother since last October when the younger one was caught for missing detention.

The decision to seek a care order by

the Labour-controlled Mid Glamorgan County Council has sparked off a row in the party, because of its commitment to abolishing corporal punishment in schools.

Mr Tony Benn, the MP for Chesterfield, and a sponsor of STOPP, the anti-spanning pressure group, has written to Mr Philip Squire, the chairman of the education committee, to voice his concern over the issue.

Mrs Renée Short, also an MP, chairs the Labour Party's education committee, has also written to Mr Squire urging him to stop the "make peace" and remove the boys from the "break-up of a united family". On the legal front, the committee is appealing to the High Court against the care order and also seeking a judicial review of the way the authority has acted in this case.

NEWS

The most difficult subject of all

Teachers realise that as the problem of sexual abuse grows they must be ready to advise when pupils turn to them for help. Hilary Wilce reports



far as possible (in the case of older pupils):

- Girls reporting sexual abuse should be encouraged to talk it over with a woman member of staff; and
- Discussion of sexual abuse should form part of sex education.

Ms O'Hara points out that teachers are among the most likely people for children to turn to. They may not be directly approached, but it might come out in other forms of behaviour. Pupils might be disruptive, aggressive, or become very withdrawn. It can show up as behaviour which is overtly sexual, but in a disturbed way. All these things can be clues. Teachers need to be aware of sexual abuse as a possible reason.

However there are strongly diverging views on how such problems should be handled. At this school, staff are still discussing to what degree pupils' confidentiality must be respected, if it is to be maintained.

Whether it should be a family member, support agency, or the social services.

A spokeswoman for Rape Crisis - a

London support centre which runs a 24-hour emergency help line and which sends speakers into two or three schools a month to talk to pupils about all aspects of sexual violence - points out that girls under 16 are likely to be taken straight into care once they report what has happened.

"This is something teachers must be aware of, because how they handle things for a girl at home, going into care could be worse."

The centre counsels girls to think of taking evasive action such as locking their bedroom door, or sharing a room with a sibling, and to consider trying to talk to a sympathetic relative or counsellor.

However, such advice would be disputed by other workers in the field. Mr Blakely says: "We take a very strict stance on this, and that is that everything possible must be done to stop it happening. Our view is that all cases must be reported to the social services department who will then decide on further action."

Many girls feared their disclosures might lead to family break-up, he conceded, and he understood that many teachers might be tempted to have a private word with the girl's mother. He also agreed that intervention, if poorly handled, could make matters worse. "But you have to consider the long-term damage to the girl - in our view these situations are always harmful to a child's normal development."

One of many problems in dealing with cases of sexual abuse is their feelings are almost always confused and complex. Many mothers know, if only subconsciously, what is going on, but they are often too embarrassed to say so.

But a spokeswoman for the Department of Education and Science said this week that no official advice was available to teachers, and no work in this area was planned.

Work by Professor Donald West, director of the Institute of Criminology at Cambridge, whose surveys suggest that something like half of all women have some sort of sexual experience in childhood, indicates that the girls involved can experience mixed feelings of disgust, fear, guilt, excitement and amusement.

A leaflet which is about to be put out by Rape Crisis, aimed at girls of eight and upwards, tries to untangle some of these confusions by setting out exactly what constitutes rape and sexual abuse, and by emphasizing where responsibility lies.

"If it does happen," it says, "it is not the girl's fault. Nobody, not even your parents, has the right to do anything sexual to you that you don't understand or want."

The leaflet also warns that girls may be disbelieved or misunderstood. "If the police are told it could mean that the man who raped or sexually assaulted you may be punished or go to prison. If he does, it is his fault, not yours."

Meanwhile evidence of the problems continues to grow. A series of television programmes on children's rights, scheduled for Channel 4 in December, has uncovered disturbing findings. The executive producer, Ms Lyn Gables, says there are millions of people in this country from all types of families, who have been sexually abused as children.

"If abuse is happening in the family, especially if a parent is the abuser, then the child may not be able to get help there. The child's teacher is the next closest person. He or she sees the child daily, knows the child. Teachers must learn which symptoms to look out for, and to know to be suspicious and vigilant."

But a spokeswoman for the Department of Education and Science said this week that no official advice was available to teachers, and no work in this area was planned.

Education for Capability

There is a serious imbalance in Britain today in the full process which is described by the two words 'education' and 'training'. The idea of the 'educated person' is that of a scholarly individual who has been neither educated nor trained to exercise useful skills; who is able to understand but not to act. Young people in secondary or higher education increasingly specialise, and do so too often in ways which mean that they are taught to practise only the skills of scholarship and science. They acquire knowledge of particular subjects, but are not equipped to use knowledge in ways which are relevant to the world outside the education system.

This imbalance is harmful to individuals, to industry and to society. A well-balanced education should, of course, embrace analysis and the acquisition of knowledge. But it must also include the exercise of creative skills, the competence to undertake and complete tasks and the ability to cope with everyday life; and also doing all these things in co-operation with others.

There exists in its own right a culture which is concerned with doing, making and organising and the 'creative arts'. This culture emphasises the day to day management of affairs, the formulation and solution of problems and the design, manufacture and marketing of goods and services.

Educators should spend more time preparing people in this way for life outside the education system. The country would benefit significantly in economic terms from what is here described as Education for Capability.

Royal Society of Arts

The Royal Society for the encouragement of Arts, Manufactures and Commerce began its promotion of *Education for Capability* in 1979 and has promulgated the campaign in a number of ways. One of these, the *Recognition Scheme*, now in its fifth year, aims to identify, encourage and publicise educational programmes designed to help people of any age to learn how to live and work more effectively.

RECOGNITION DAY 1984

Those programmes receiving Recognition in 1984 will take part in an *Exhibition* to be opened by Sir Keith Joseph, Secretary of State for Education and Science, on 16th October. The Day provides an opportunity to take part in an exchange of information with the students and organisers of Recognised programmes. The Society's House will be *OPEN TO ANYONE INTERESTED* from 2.00-4.30 pm.

Programmes receiving Recognition are from:

Bosworth College, Leicestershire; Brook School, Sheffield; Burford School, Oxford; Cottenham County High School, Cambs; Knowsley Borough Education Department; Oldham Borough Education Department; South Eastern Education and Library Board, Belfast; Department of General Studies, Burton upon Trent Technical College; The Glass Centre, Dudley College of Technology; West Sussex Institute of Higher Education; Homerton College, Cambridge; Faculty of Technology-Design Discipline, Open University; Department of Business Studies, University of Strirling; Department of Engineering, University of Warwick; Newcastle Architecture Workshop Ltd; Skinningrove Training Workshop, Cleveland; Self Start, Swindon.

RECOGNITION SCHEME 1985

Applications will be welcomed from all parts of the education system, and from public and voluntary bodies and industrial and commercial enterprises, within the United Kingdom. The closing date is 31st December, 1984. Further details of Recognition Day and the 1985 Recognition Scheme from Janet Jones, Education for Capability, Royal Society of Arts, John Adam Street, London WC2N 6EZ. (01-839 2366).

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Government urged to end chaos in art teaching

Art and design education is in chaos because the Government has failed to set tangible objectives for the teachers, the new National Society for Education in Art and Design was told at its first conference last weekend.

Speakers painted a picture of uncoordinated plans for pupils' progression between the ages of five and seventeen, small contact between the different sectors of education, and even, in secondary schools, teachers in the same art department teaching an incoherent jumble of "art", although they were supposed to be following the same syllabus.

Professor Brian Allison of Leicestershire Polytechnic, told the meeting at Upton Court, an Elizabethan house near Reading, owned by Berkshire County Council, that the Government should "get out a map" for art and design education. "It is a tragedy that the Government has not taken this on", he said. "Allowing teachers to teach what they want is socially irresponsible. Some simple direction is essential if we are to get a coherent art education."

If the Government did nothing, he added, the NSEAD, "with representatives of every level of art education", could give a lead.

Emphasizing the importance of developing a properly planned sequential programme of art and design education, he said: "This country has steadfastly refused to say what should be taught. There is a dogmatic resistance to seeing education as a whole. There is a fundamental need for curriculum change and reform." Only through an effective art education could the public

Owen Surridge reports from the first conference of the National Society for Education in Art and Design.

figures required to make decisions about design be expected to understand aesthetic values and make the right decision for the community.

Mr Rob Clement, art adviser for Devonshire, said he was doubtful about a recent suggestion from the Inspectorate that an increase in the number of art and design teachers could mean better teaching. "That does not necessarily mean there would be any difference in the overall quality of work in the schools", he said. "Only a proper programme for the children can you get a proper structure."

He said teachers in primary and secondary schools should visit each other's schools to see what was going on. Secondary teacher had a responsibility to find out what children had done before reaching them.

He also urged those responsible for in-service training to abandon the separation of primary and secondary teachers "as though they were quite different animals", concluding: "It is time to overlap, instead of the present edge-to-edge in primary and secondary education."

From Mr Stuart Clump, of Weston-super-mare Technical College, came a call to action: "Art teachers have been

guilty of not being involved in school politics", he said. "Art teachers must fight their corners and win. If the structure is not right they should go upstairs and fight it out. It is time for art teachers to make themselves felt."

Urging art teachers not to be afraid of craft, design and technology, he said: "Art and design ought to be worked together. Artists should be in there leading the way. We should not be afraid of it." He wanted to see more effort put into finding careers information for art pupils, more effort on the part of schools to find out what colleges expected, better planning of careers work for art and design A levels, and proper guidelines from county advisers to show art teachers what they were supposed to be doing.

Mr Tony Charlton, NSEAD research officers, told the conference there was a well-established career structure for art and design students. "The trouble is that it is hidden", he said. "For too long people have been putting down people who want to work at art and design. The advice to 'be practical and do it as a hobby' is out of date. There are more than 70 different subject specialisms available at art colleges and numerous careers stem from them."

Mr Michael Yeomans, of Manchester Polytechnic, said the trouble was a filtering out of people who wished to study art and design, with four well-qualified young applicants for each place on courses available.

Competition for BTEC courses was even more strenuous, he said.



Court dances: Judges arriving for the start of the Michaelmas term at Maidstone Crown Court were welcomed by an unusually youthful guard of honour last week. Normally the ceremony involves members of the Armed Forces, but this year the guard was formed by 30 tabard-wearing representatives of the Kent Children's House Society, an organization which provides out-of-school study places for the county's children.

Frank Pedley on the implications of the latest school admissions case to go before the Local Ombudsman

Adding to the confusion

The law relating to school admission appeals has been thrown into further confusion by a new report from the Local Ombudsman.

Dr David Yardley's report resulted from an investigation into a complaint by the parents of four Hounslow children who failed to gain places at their first choice schools.

Their parents alleged that the West London L.O.A.'s admissions policy was wrongly applied. And they complained that after their appeals had been rejected - but when it was known that they were asking the Ombudsman to investigate - Hounslow failed to serve them with a school attendance order.

Mr John Cooper, the director of education, decided against serving the order because he believed that such action would leave him open to a charge of harassment while the case was still under review.

He felt that to have issued an order, which was technically his statutory duty, without any intention to prosecute would have made a nonsense of the process. Mr Cooper also suspected that a court might consider the prosecution unnecessary - in such circumstances costs would have been ordered against the L.O.A.

Dr Yardley concluded, however, that maladministration did take place because the council did not fulfil its duty under sections 36 and 37 of the 1944 Education Act.

In his report, Dr Yardley says he understands why the director did not take action immediately, but adds "action should have been taken soon after".

In the February following the appeal

committee meeting (which had dragged on until mid-October) the authority did offer places in schools which were not full, without prejudice to the outcome of the Ombudsman's decision. But this was not considered adequate. Section 28 (4) of the Local Government Act 1974 states that "the conduct of an investigation shall not affect any action by the authority taken before the investigation".

It must, therefore, be accepted that if the law had to take its normal course, regardless of the Ombudsman's involvement, then a school attendance order should have been issued within a period considered reasonable by the courts. The director has pointed out that Hounslow has not issued such an order since the 1980 Education Act, and is normally loath to do so until all other possibilities have been exhausted, believing that this accords with the spirit of the legislation.

What is however, both "maddening and intriguing" to Mr Cooper is not so much the declaration of maladministration, which is frequently a technical matter, but the finding that this caused injustice to the complainant.

Dr Yardley, a former professor of law at Birmingham and the University of Buckingham, accepted that the prime responsibility for non-attendance lay with the parents, but then goes on to say that they have been caused injustice by the authority through its failure to use the full force of the law against them.

This decision, while relatively unimportant compared with the major

issues of admission, will nevertheless fuel education officers' feeling that the Local Ombudsman is making the task impossible to administer.

The South Glamorgan judgment, when Mr Justice Forbes ordered a hearing of an appeal and criticized the *modus operandi* of the committee, has been followed in recent Ombudsman reports, and it is clear that along with appeal must be considered in the light of the position at the time of the individual appeal hearing, decisions may well be taken according to the position of the applicant on the hearing list. The possibility of completion of maladministration in compiling a list must then be considered separately.

A legal officer of the Council or Tribunals said this week that a Code of Practice, recommended by the South Glamorgan judgment, should be issued by the local authority associations by the end of the year.

A spokesman for the Commission on Local Administration also points out that it had for some time been seeking a modification of the word "maladministration" in those cases where a technical fault had occurred but that the local authority associations had opposed the change and the Secretary of State had supported them in their opposition to it.

In its part, Hounslow has decided to abide by the Ombudsman's decision, and the children concerned have been admitted to the schools of their choice.

Frank Pedley, ombudsman correspondent of the "Municipal Journal", is a former CEO of Rochdale.

O level marker 'too severe'

The O level papers of between 400 and 500 East Anglian pupils are to be re-marked after a complaint from a headmaster that brighter pupils are being unfairly penalized.

Thirty-seven children at Chantry High School, Ipswich, were awarded improved grades in their English Language exams after their headmaster, Mr Ken Sheppard, wrote to the exam-

ined Examination Board saying the results were lower than expected. All 80 of the school's candidates were re-marked and 12 who had originally failed were awarded passes.

Mr Pat Neal, deputy secretary general of the AEB, said it appeared one of the papers had been "a little bit severe". All the papers had been marked by the same team.

School reprieved

Falmouth School of Art in Cornwall has been reprieved by the National Advisory Body, whose proposed withdrawal of approval of its fine art course would have meant the school's closure.

However, the NAB still intends to review all art and design provision in Cornwall for its 1987-88 planning exercise.



On the sidelines... girl soccer players continue to be barred from the boys' game.

Soccer sex bar remains

by Hilary Wile

The English Schools Football Association said last week that it had no plans to change its rules to admit girls.

The game's governing body, the Football Association, which itself bans mixed matches, had said that it would have no objection if the schools association permitted them.

The long running wrangle over the place of girls on the school football pitch has been revived after complaints from an inner London comprehensive that it cannot use two of its star players in competitive matches because they are girls.

Abbey Wood school has a girl footballer who has played for England and another who has played for Wales,

but neither can be fielded. Meanwhile, the school has lost its first two matches of the season 6-1 and 8-1.

The head, Ms Chris Whafford, is now urging the Equal Opportunities Commission to reopen its fight to get the Football Association rules declared illegal.

In 1978 the EOC lost a case concerning an FA ban on a schoolgirl, Teresa Bennett, who had been accepted by a Nottinghamshire club. The case was dismissed by Lord Denning who later said that trying to get girls to play football was one of the "silly things" the EOC had done in its early years.

A spokeswoman for the EOC this week said there were no plans to

reopen the fight over the FA's Rule 44, which bans sexually-mixed matches.

Mr Arthur Rice, general secretary of the English Schools FA, which from this year is affiliated to the FA, said that one of the association's general rules laid down that it existed for the mental, moral and physical development of "schoolboys", and that this could only be changed by a vote at an annual meeting.

The association was not against girls playing football, he said, but it believed they should do so in girls' teams. Physical differences and "the competitive element and the inward determination of boys" made mixed teams impractical and undesirable.

Ratepayers polled on 40% rates increase

The London borough of Hillingdon has commissioned a MORI poll to discover whether residents are prepared to pay a 40 per cent rates increase in order to avert large scale cuts in its services, including education.

The authority is blaming an £8m cut in Government grants for its dilemma over the rate rise and the proposed economies.

If a rate rise is rejected the authority has drawn up plans which include the complete abolition of nursery and adult education and the ending of remedial provision in secondary schools.

It also has contingency plans to increase the pupil-teacher ratio - it is thought by as much as two - and to close Compass, a major youth and community theatre centre.

A council spokesman said the options had been prepared on "a what if basis" and no decision had yet been taken.

He confirmed that if the rate rise was not approved, the authority's advisory centre in Wales would also be at risk.

Overspending forces borough to cut cash for books, equipment

Schools in the London borough of Harrow have had money for books, furniture and equipment frozen since the beginning of term, in an effort to claw back a projected £103,000 of overspending on the education budget, Hilary Wile writes.

Heads have been told they cannot spend more than 80 per cent of their capital allowance, or more than 75 per cent of their allowance for furniture and equipment, until the money has been recouped. Central funding of maths and science equipment has also been frozen.

The Tory-controlled outer London borough originally planned to make savings by losing 15 secondary teaching posts, but protest action by teachers headed off the plan in the spring. An attempt, at the beginning of this term, to freeze appointments and supply cover, also had to be waived.

The chairman of education, Mr Brian Clark, said that every £1 overspent would cost the ratepayers £4.50. The freeze would not cause any great hardship in schools, he claimed, as the body has yet spent more than 80 per

cent of capital with, I think, one exception. Most of them have not spent anything like 50 per cent.

But Mr Jack Warrick, secretary of the Harrow Headteachers' Association, claimed the move would be disastrous in some schools. "Some of the more prudent people wait for the January sales... Towards the end of the year all sorts of people come along and make you bargain offers. Within the borough there has never been such concern among heads about the standard of education."

Mr John Mann, director of education, said he was receiving conflicting reports from schools. Some had been keeping money back for week-to-week spending on things like domestic science provisions, or had not spent as much as they needed to simply because they lacked storage space for books. The situation would be reviewed regularly, he said, and any case of serious difficulty would be met.

The lesson of this has been that the estimates have been trimmed too much over the last year. There is no elixir in the system at all.

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Glue-sniffing project extended

by Mike Durham



West Glamorgan local education authority is to extend a pioneering drug education project in its secondary schools with the appointment for a further two years of a teacher to advise teenagers on solvent abuse.

Mr George Beaumont, a former PE and business studies teacher, is believed to be the country's only teacher employed directly by an L.E.A. to counsel pupils on the problem.

He was first appointed two years ago and last year counselled 160 young people on smoking, alcohol abuse, glue-sniffing and other health education matters. The programme has been described as highly successful.

Mr Beaumont, aged 59, was appointed after taking a one-year

course on schools counselling for teachers at Swansea University.

For the past two years he has dealt with referrals from teachers, doctors, education welfare officers, school psychiatrists and the police as well as parents and a "grandma who gets on the phone".

He also advises on in-service training for teachers and provides assistance to school health education programmes.

Recently, Mr Beaumont has started work on preventive education, talking to teenagers who might be at risk as well as counselling those who already have experience of solvents.

Mr Beaumont said: "I believe that young people are very sensible and

intelligent. They know a great deal more than adults about drugs. So I don't go into classrooms and issue dire warnings."

He shows them a 15-minute film on smoking and alcohol abuse and then asks pupils to talk about wider issues. "I prefer to get the youngsters into small groups talking about how they feel about solvents, and their attitudes to what other children do."

"I let them tell me what substances teenagers use, how they use them, and what they feel about it. We have got to stop telling young people things and start talking."

In the sessions, almost every teenager makes what Mr Beaumont calls a "declaration" against the use of sol-

vents. "It's much more difficult for them to start using it after publicly saying they won't." But so far he has no idea how successful the programme will be in the long term.

Mr Beaumont does not believe being a teacher is vital to understanding the problem of solvent abuse. "It is a question of whether you can relate to people," he said.

But he advised teachers to "avoid a authoritarian approach, use the 'gentle touch' and get the youngsters talking about the problem of solvent abuse."

"Young people using these substances have very little self-respect, a gentle approach and an attitude that makes them feel successful and boosts their self-esteem is best."

Job security fight

A teachers' union is claiming that a county council acted illegally in refusing to renew the contracts of about 40 teachers at the end of the summer term.

The outcome of the case could give the National Union of Teachers a bolster to its campaign to win greater job security for the growing number of teachers hired on fixed-term contracts.

The NUT is taking Hereford and Worcester County Council to an industrial tribunal over alleged breaches of employment protection legislation.

It alleges that the Conservative-controlled authority failed to comply with Section 99 of the Employment Protection Act, 1975, which says there must be consultations between employer and unions on ways of avoiding redundancies.

The union decided at its annual conference this year that it was against the use of fixed-term contracts except in special circumstances such as to cover for maternity leave - and that it would treat the non-renewal of a fixed-term contract as a compulsory redundancy.

Union officials say that the number of fixed-term contracts issued by local education authorities has risen sharply since 1975, and that the problems they will have with Government spending cuts and rate-capping legislation.

In some areas, union officials say, the number of fixed-term contracts issued now amounts to between 10 and 12 per cent of the authority's teaching force.

Library law wanted

Provision of a school library service should be made a legal requirement in England and Wales, the Government is to tell.

The recommendation comes in a report from a working party of the School Library Association, which argues that school libraries should, on educational grounds, be the foundation of the curriculum. The report follows widespread concern about the effect of cuts on school libraries. It was discussed at the annual meeting of the SLA in Oxford at the weekend.

The report, which will be published this autumn, also wants the Department of Education and Science and the Office of Arts and Libraries to make it clear where responsibility lies for the inspection of school library services.

US model urged for HE system

by Biddy Passmore

Britain should have more higher education institutions on the lines of liberal arts colleges in the United States, the chairman of the university vice-chancellors' committee, said last week.

Lord Flowers, who is rector of London's Imperial College, said: "They should be based on good, alive scholarship but not necessarily on heavy research."

He made it clear that he was not proposing such institutions as a cheap alternative to universities but because he thought they might be better for undergraduates.

In the "incredibly snobbish" British higher education system, the reputation of institutions was based almost entirely on their research standing, he said. "This is very bad for many young people who are not interested in research and who aren't going to benefit very much by it either."

The vice-chancellors, at their annual residential meeting in Cambridge last week, had wholeheartedly supported the recent advice on higher education given to ministers by the University Grants Committee, Lord Flowers said.

But he gave a warning that universities should not be "euphoric" about the committee's advice. Referring to the UGC's call for more funds, he said: "This is a battle engaged, not a battle won". He imagined the Government might accept the advice but still say there was no more money.

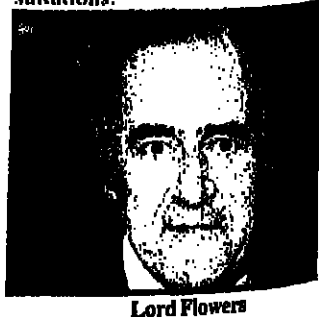
"If they don't provide the lolly, the alternatives are that we won't be able to do the job as well as we have been able to, or that we say, 'much as we want - and passionately believe we should - take more students, we can't

because we cannot give up the quality of what we have been providing."

He said some universities had disliked the decision in 1981 to pour their unit of resource (funding per student) rather than to admit more students. For the future, he suggested that some institutions should protect their quality at all costs and others should take as many students as they could.

That was not a distinction between universities and public sector institutions, he emphasized. He put forward as a personal view that it would be more sensible to draw a line between degree and non-degree level teaching than between universities and the public sector.

On the question of closing research departments, Lord Flowers issued a warning to the UGC not to meddle too far in universities' internal affairs. The committee could give advice and do a university's grant if it ignored the advice. "But", he added, "great sentiment will be caused if the UGC charges in and tries to enforce decisions taken without adequate consultations."



Lord Flowers

Evaluators sought for pilot schemes

by Susannah Kirkman

The Department of Education and Science is inviting research organizations to submit proposals for the evaluation of pilot schemes for records of achievement in secondary schools.

Up to 10 schemes will start in April 1985 and will involve £2.25m expenditure a year over three years. The DES is setting up a national steering committee and wants to appoint a research organization which will help to evaluate the progress and results of the schemes.

The final report is expected by June 30 1988. Research proposals should be sent to Mr S. W. Cresser at the DES by November 30.

The Department has also launched a project to develop Britain's first comprehensive computer aided careers guidance system for graduates.

Many students are entering higher education with no clearly defined career objectives, according to the

DES. They are unaware how rapidly career patterns and the labour market for graduates are changing. Graduates tend not to stay in the same job and many switch careers during their working lives.

The new computer system will help students to assess themselves, their personal qualities and qualifications, and provide guidance on choosing jobs and courses. Students themselves will be able to operate the system, which will be an important part of the careers guidance services at colleges and universities.

The DES is asking interested organizations to submit proposals by November 30 for the design, development and testing of the system.

Data are available from Royal 7/20, Department of Education and Science, Elizabeth House, York Road, London SE1.



Coombe Lodge chief retires

More than 150 friends and colleagues gathered at Coombe Lodge last week to mark the retirement of its director, Gordon Wheeler (pictured above). He came to the further education staff college as deputy director in 1965 and has been director since 1977.

At a buffet dinner, presentations were made to Mr and Mrs Wheeler by Dr Derek Birch, deputy director, who is standing in until the director designate, Mr Geoffrey Mellings, takes up his post on December 1.

Industry links plea

Local employers should be appointed to school governing bodies to "forge the link between education and business communities", according to the Institute of Directors.

Commenting on the Green Paper *Parental Influence in School*, the Institute has told Sir Keith Joseph, education secretary, there should be an employer-governor on every maintained school governing body.

The Institute says the education system has "lost touch with the needs of industry and business." Employer-governors would allow business views to be put across and give schools access to practical advice.

"The contributions in terms of management experience that a local business employer could bring to bear would be invaluable," the Institute says. "This is an opportunity for the Government to forge the link between education and business communities which we all recognise as necessary."



Nicole Harrison

Patricia Santinelli reports on a scheme being devised to cope with what is seen as Britain's 'desperate shortage of skilled manpower'

MSC drawing up 'plan of action' to start vocational training at 14

The Manpower Services Commission is preparing a plan to ensure that at least 80 per cent of all young people enter the labour market with a qualification relevant to their employment.

Mr Geoffrey Holland, director of the MSC, said this month but was unlikely to become public until November as a result of the search for a new chairman, after the appointment of Mr David Young to a Cabinet post.

The Commission is adamant that education and training for such qualifications should start at 14 and therefore in full-time education, but the 14-18 age group which the plan will cover will also include those studying outside education and those in part-time education mixed with training and employment.

Although the MSC does not spell this out, the likely effect of the plan could be to remove the majority of 16 and 17-year-olds from the labour market.

The plan is a direct result of criticism contained in the report, *Competence and Competition*, produced in August, by the Sussex University-based Institute of Manpower Studies, for the MSC and the National Economic Development Office. The NEDO is talk-

ing to the Government and various interested bodies to see what action can be taken.

The report which compares this country with the US, Japan, and Germany, indicated that Britain is lagging behind in its investment and arrangements in many areas, including the initial training of young people. According to the report only in Britain



do the majority of school-leavers enter the labour market at the age of 16 - the Youth Training Scheme being the first step to change this: in Japan and Germany only 5 per cent do so.

Mr Holland said: "The report highlights the fact that we have a desperate shortage of skilled manpower, particularly at the middle level, which has been made worse by the collapse of the apprenticeship system. Heaven help this country if it does not take the message of this report seriously."

The MSC's plan is for one coherent scheme incorporating the existing ones like the Technical Vocational Educa-

tion Initiative, the Youth Training Scheme, the Certificate of Pre-vocational Education and developments planned in non-advanced further education, which would provide different paths to a qualification at 18.

Mr Holland said there were three issues which had to be solved to put the plan into action: equivalence of qualifications, status of trainees, and their remuneration.

The commission is looking at how the different qualifications offered by the Business and Technician Education Council and City and Guilds can be made equivalent, and has had talks with both bodies. But it is also examining equivalence in the context of more traditional examinations such as A and O levels and the new General Certificate of Secondary Education.

On status, the Commission says it will have to be decided whether, for example, to call every young person in the group a learner or trainee, or to have a variety of titles.

On income support for the group, the Commission says that both employer investment and public expenditure will have to be greater than at present.

● The rate of entry into the YTS is double that of the last financial year, at

150,000, the MSC says. In addition, placements had been very encouraging with two thirds likely to have a job and a substantial number having gone into further education.

After a "ring round" of all managing agents, it estimated that in some parts of the country, the placement rate was as high as 90 per cent, while in others it was 50 per cent. Before publishing figures, however, it is waiting for information being gathered from the young people themselves.

● The Commission disclosed this week that it had already been given the authority to appoint further education regional experts to implement the White Paper, *Training for Jobs*. Inter-

views had taken place and offers had been made, Mr Holland said.

Last week Mr Wilson Longden, the educational representative on the MSC, floated the possibility of appointing such experts if local authority associations continued their total opposition to the White Paper - *THE*



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Geoffrey Holland

AMA concern at Young's role

The Association of Metropolitan Authorities expressed anxiety this week at the prospect of "ill-conceived proposals" from Mr David Young in his new Cabinet post, and is urgently seeking a meeting with him.

Mr Young, former chairman of the Manpower Services Commission, is Minister without Portfolio. The AMA wants clarification of his role concerning education and training.

Mrs Nicole Harrison, who chairs the AMA education committee, said: "Mrs Thatcher has given David Young the job of doing something about unemployment. Specifically, he was given the task of coordinating the develop-

ment of policies concerning 14 to 18-year-olds. Clearly this is of great significance to education authorities."

She said she was "horrified at the prospect of David Young putting ideas out of the hat in a desperate bid to deflect some of the criticism of the Government's abysmal record on jobs", and added:

"We are already deeply embroiled in dispute with the Government over the bid to give David Young's former employers, the MSC, responsibility for 25 per cent of the work-related courses in our colleges. I appeal to him not to spring any other such ill-conceived proposals on us."

YTS faces television attack

by Mark Jackson

A sustained attack on the Youth Training Scheme - root and branch - will be televised next week. A series of programmes making radical criticisms of the effect of the scheme and questioning its purpose and the politics behind it, will be broadcast daily on BBC2 from Tuesday.

The programmes are based on the experiences and discussions of a group of youngsters from all over Britain brought together by the BBC's continuing education department.

The first programme, which examines the Government's motives in running the scheme and which begins with shots of youngsters lobbying MPs, suggests that the YTS is primarily a means of controlling young people rather than a genuine attempt to help

them.

In other programmes the youngsters criticize the contents and value of the training they receive and ridicule the off-the-job provision, most of which is in colleges. Thursday's programme looks at the prospects which confront youngsters leaving the scheme and decides that in the North of England it does very little to help them secure jobs.

The programmes give the impression of being run largely by the youngsters who are taking part - a 17-year-old Durham girl provides most of the commentary and there is no sign of adult interviewers. The views which the youngsters put forward, are apparently the result of spending a long weekend locked away in the

country together.

The producer, Tony Matthews, told *The TES*: "We have set out to get the considered views of the young people rather than the sort of off-the-cuff response which is all you get in a studio discussion."

He said the Manpower Services Commission, which runs the YTS, "distanced itself" from the series when it realized it was examining the politics of the scheme. But Mr Peter Morrison, Minister of State at the Department of Employment, appears in a discussion on Friday, together with Mr David Morgan, a Sheffield councillor, and Mrs Anne Sofer, SDP member of the ILEA.

Careers Diary



by Brian Heap

October is a good time to draw up a careers programme of job preparation for the large numbers of fifth-formers in their final year at school.

One of the subjects to be tackled is the kind of problems those fifth-formers who get a job might face at

work. For once they will - and gone are the days when statistics showed that the average fifth-year leaver in London changed jobs five times in the first year.

Some of the main complaints registered by young people in their first year of work could prove interesting points for discussion. A class divided into small groups each covering a different subject could be a useful starting point.

Each group could be asked to try to define, discuss and report their findings to the rest of the class on one of the following: poor working conditions; dull work; poor prospects of advancement; little scope to develop your own ideas; poor supervision; little chance of high earnings; too much "red tape"; unhelpful colleagues; no opportunity to take responsibility; poor recreation facilities; poor fringe benefits; physical and mental fatigue; shortage of breaks; fewer holidays than school; and too much discipline at work.

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Frances Morrell

ILEA's saviours

Sir - It is surely time for Mrs Frances Morrell's oft-repeated claim (Diary, September 28) to have persuaded the Government not to abolish the ILEA to be exposed as the political sleight of hand that it unquestionably is. The most cursory examination of the facts reveals a quite different story.

In January 1981, some months before Mrs Morrell's election, Fred Naylor and Lawrence Norcross produced a report from the Centre for Policy Studies (occasionally referred to in the TES and elsewhere as Mrs Thatcher's "Think Tank") advocating a directly elected and unitary ILEA. That report was reviewed in moderately friendly terms in your columns by Peter Newsam, then education officer of the ILEA. The report was revised and reissued in September 1983 as *The ILEA after the Abolition of the GLC* when it received a hostile reception from Mr Newsam's successor and from Mrs Morrell.

Meanwhile, the Conservative group of the ILEA, under the leadership of Professor David Smith, had produced its own report, in July 1983, also recommending direct elections. It was this group which tabled a motion urging the Government to abandon its joint board proposals in favour of elections.

The NAS/UWT proposed a similar course of action in late 1983 and early 1984 in two papers, the second of which provided convincing evidence of the extent to which school governing bodies would be dominated by left-wing activists under the joint board proposals.

The combined weight of these arguments (which had already convinced many ministers), persuaded practically all the London Conservative MPs that direct elections constituted the best option for the ILEA and they added their voices to those of the Centre for Policy Studies and the ILEA Tories.

In other words, Inner London is to have a directly-elected education authority not because of but despite Mrs Morrell's efforts.

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When an A level pass can be as useless as a failure

Sir - The GCE A level results of students at Haywards Heath Sixth Form College were extremely good this year. They were good on two counts: a large number achieved two, three or four passes; the proportion of high grade (A-C) passes was especially pleasing. One might therefore have expected general euphoria with almost all who wished to do so able to go on to degree-level courses at universities, polytechnics or colleges of education.

A few years ago this would have been the case. Since 1981, however, when the last cuts in higher education were made, 20,000 student places have been lost, even though more young people than ever have proved themselves capable of degree-level work. The universities have, in consequence, been forced to raise their entry grades and to adopt ruthless rejection policies where students fail to achieve their conditional offer targets, however close they may come.

In all, 89 of our students comfortably achieved their offer grades this year and so were able to relax on results day. A further 44, however, missed by just a point or two. For these

Script secrecy

Sir - I have followed recent articles and correspondence about A level exam results in your columns and those of other papers with more than the usual interest. I have just gone through the disappointment and the heart-searching over a pupil of mine who was awarded an E when our firm prediction was a B. It seems that I and my candidate are by no means alone this year.

All my thought on the matter over the last few weeks has left with me one obvious, and perhaps naïve question: why is it that we cannot have

the scramble for places was on and for some it continued for a month or more. These students are, in my view, as well-suited to degree-level work as those in the first category. Another 43 students gained two or three sound A level passes but fell short of their target grades by a slightly wider margin. With almost no chance of a first-choice course these students have sometimes settled for an apparently similar course offered to them. Admission tutors tempted to fill their few remaining vacancies with the candidates with the highest grades may have missed the really well-motivated students in this final rushed process.

The A level grading system on which selection for higher education chiefly depends has itself been highlighted this year as inadequate for its task and unjust to many who depend upon it. Grade C spans an unacceptably narrow band of only 5 or 6 per cent of the marks available and yet this grade separates those who are generally safe with a Grade B from those who are in trouble with a Grade D.

The tension, anxiety and heart-ache that students and their families suffer

returned the scripts of our candidates? If it was agreed that no scripts could be released until after the settlement of all appeals and that such scripts would remain confidential between school and board, what objections would there be other than those on grounds of cost and administration? It seems to me that most schools would willingly go and collect boxes of scripts if it meant that they would be able to examine exactly how our students have performed in relation to the teaching that we know we have provided.

Surely it is now time for exam boards to break away from their reputations for closed secrecy which, despite teacher representation and consulta-

As A levels approach as results day looms and finally, for many, as the unseemly scramble for university and polytechnic places ensues, has become more than we should be prepared to countenance. It is too cruel for those who endure it; it is also a national tragedy that so many talented young people should be denied the higher education that it is surely in the national interest to offer them.

I have chosen this moment to write for two reasons. This year's ordeal is fresh in our minds and, more importantly, the Government Green Paper proposing a new round of higher education cuts is now in preparation. The University Grants Committee and the National Advisory Body for local authority-funded polytechnics and colleges have recently published reports opposing these cuts. We should join with them in doing all we can to prevent further deprivations for the young.

BRIAN DERBYSHIRE
Principal
Haywards Heath College
West Sussex

tive meetings, have left a number of us nursing some very uncomfortable doubts about the system? I have now to prepare my upper sixth for 1985 with this nagging uncertainty which has certainly filtered through their "grapevine". So, please listen all you exam board secretaries. If there really are good educational reasons why I can't have my scripts, please write and tell me, plus a few thousand like me.

IAN TOLLEY
37 Fillet Road
Sandford
Wareham
Dorset

Tizard tapes

Sir - While recognizing the importance of studying the conversational skills of selected groups of modern, their four-year-old girls (on videotapes played back) why, on 6 October, Dr Tizard think that she is in a position to compare this material with the same child's conversational skills in a nursery school with two staff members responsible for 20, possibly 25, young children (TES, September 11).

Another aspect which almost flies in the face of the comparison made in the "textual relevance" factor. The mothers and daughters were engaged in conversations about shared experiences in the main, and even then, communication broke down at times. Unfortunately, how much more difficult it is to have quality dialogue when time is severely limited and a child is talking to an adult, outside the home, who has not been privileged to be part of her past experience.

Drs Tizard and Hughes seem to be criticizing teachers very severely for not knowing what they, the teachers, have found out from the privileged position in these 30 years. How much more helpful it might have been if these matters had been discussed with the staff during the study and their tapes played back to them. The teacher who tried to give a "top five experience" concerning the nature of two parts of a whole might have realized how she could improve her efforts in future.

Unfortunately, we now appear to have a further, somewhat bizarre, confrontation between Dr Tizard and teachers of young children who may people much regret. May I make a plea for some less emotive dialogue in order to improve the quality of pre-school care and education, for the sake of children, particularly those excluded from Dr Tizard's study - the ones severely deprived.

MARGARET ROBERTS
President
British Association for
Early Childhood Education
28 Stuart Road, Barnet, Herts

Training manual

Sir - Your feature on drugs and school abuse discusses the lack of information and inadequate in-service training available to teachers.

Your readers will be interested to know that the Health Education Council, in conjunction with Leeds Health Education Service, has recently produced a training manual on school abuse aimed at professionals such as teachers and youth workers. The manual contains a tape-slide presentation, overhead transparencies, and materials for 10 training workshops.

We feel that the problem of school abuse, as well as the problem of school abuse, may well be of value in relation to drug abuse more generally. The manual is £25 plus VAT and the pack can be obtained from: Michael Bean & Associates, HEC, PO Box 10, Wellesby, Yorks LS23 7EH.

The HEC has also produced a booklet for parents, "What to do about your child's sniffing". This is available free from local health education units.

LYNDA FINN
Assistant Education Officer
Health Education Council
78 New Oxford Street
London WC1



Low self-esteem can be the root cause of drug-taking.

Young people may demonstrate anti-social or anti-self behaviour, even though they know that the behaviour is destructive. Drug-taking, excessive smoking and drinking, exploitation of others are only some of these behaviours. Low self-esteem and an inability to withstand peer-group pressure may be at the core of this behaviour. Thus, building self-esteem and decision-making abilities may have more impact than a didactic, information-giving session.

Teachers and parents may find that they need, not simply information on recognizing drugs or signs of drug abuse (although this is clearly important) but strategies for helping young people to be aware of the physical,

social and emotional circumstances which influence their lives and for assuming some power over those circumstances.

Parents and teachers may find the Institute for Drug Dependency (ISDD) leaflet "Drugs in Health Education: Trends and Issues" useful. It is available, price 20p, from ISDD, 1-4, Hatton Place, Hatton Garden, London, EC1N 8NB. EILEEN CARNELL, DOREEN E MASSEY and LORNA SCOTT, Advisory Teachers in Health Education, Hackney Teachers' Centre, Pitfield Street, London N1

has been collected by black teachers themselves for years. In calling for more research what Newsam wants is research that would be acceptable to and controlled by white policy-makers. He rejects the evidence already compiled by black teachers' groups. What many black parents and teachers have said they don't want are research projects and ethnic statistics collected by white-controlled organizations.

3. Newsam believes in the power of "well-informed key people" being able to change things in organizations. This is an elitist and patronizing attitude. As he says, "anger doesn't change things on its own but we recognize that anger plus action does." ILEA itself has developed its own anti-racist policies because of black action fuelled by

anger. ILEA still has a long way to go as Lynette stresses, to put their policies into practice.

4. The chapter on Police in Schools is misrepresented. Anyone reading it will see that the educational and political arguments have been thoroughly examined. Until the police are made truly accountable to the communities they purport to serve we will remain opposed to their access to schools.

SUE BIRCHALL and LAURIE LAX on behalf of All London Teachers Against Racism and Fascism Panther House 38 Mount Pleasant London WC1

Christian ethics

Sir - I have a good deal of respect for Brian Tyler as a headmaster, but I was saddened to read his sweeping assertion (TES, September 28) "the *raison d'être* of the independent system is, of course, the antithesis of Christian values and ethics."

As a schoolmaster who has taught in both the maintained and independent sectors, I know that parents do opt for independent education because they are buying something for their children which they consider better. But I have never understood why it should be considered alien to the Christian ethic to wish the best for one's children.

What they are buying is not "privilege and advantage" - to the detriment of others. From my own experience as a housemaster and headmaster, the vast majority of independent school parents exercise their freedom of choice - often involving considerable financial sacrifice - because they are seeking a school environment which will support, and not conflict with, the values and standards they seek to inculcate at home. In many cases this will lead them to find a school which is avowedly Christian in its ethos. To do this they will often forego many of the trappings of a materialistic society.

It is precisely this emphasis on

values rather than material goods which our Lord was seeking to inculcate in his conversation (to which Mr Tyler refers) with the rich young ruler. The young man was invited to relinquish his material wealth in order to follow Christ. I sometimes wonder whether, had he indicated that he was prepared to give his money away, our Lord would have allowed him to keep it: he would then have shown where lay his true priorities.

Rev M D A HEPWORTH
Headmaster
Birkdale School
Oakfield Road
Sheffield

Why we need term-long and long-term sabbaticals

Sir - It would be difficult to argue with M J Williams's proposals (TES, September 28) for increasing the number of term-long sabbaticals. Any scheme which furthers in-service teacher education and encourages teachers from different schools in an area to exchange ideas and cooperate on curriculum development, must be a good thing.

Short-term sabbaticals should not be seen as an alternative to the year-long courses. The MA year fulfils a different role and is much more than just a "recharge of batteries" or a "chance to reflect", and certainly it is not to be written off disparagingly as an "ego-trip". Was the irony of Mr Williams's display of his own MA intentions?

The sabbatical year provides an opportunity for teachers to experience educational ideas at the cutting edge, under the guidance of usually excellent tutors, in institutions where high-level debate is possible, in the company of fellow students with a rich variety of experience, and in new localities which make feasible the in-depth study of other I.E.A.s and their schools. Such

advantages rarely accrue from more parochial schemes.

What may be problematic is the way in which candidates are selected for sabbaticals, or the way in which they are deployed afterwards. Last year I was one of 13 full-time British students on an MEd course at the University of Bath, a course which was up-to-date, rigorous and challenging. But of these 13, only 2, both from the Royal Army Educational Corps, had been sent by their employer with a specific aim in view and a specific job to do on completion. The others were either self-financing or had been seconded for miscellaneous reasons such as being superfluous senior staff in areas of falling rolls.

This situation astonished a Chief HMI who was visiting the university and who interviewed the MEd students. It is indeed a serious indictment of the in-service education policies in this country.

If sabbatical years often attract criticism, it is not the courses or the students who are to blame. Economic "reality" as cited by Mr Williams is also a red herring. Money can appear in

abundance when required as in the case of the Technical and Vocational Education Initiative scheme. What is needed is for the DES and I.E.A.s to realize that cutting the financial provision for in-service education is extremely short-sighted.

The year sabbaticals should continue and the expertise of those who have experienced them should be put to good use. They should be involved in area curriculum discussion, support teachers' centre groups, be attached part-time to the overworked advisory teams, and contribute to the sort of schemes that Mr Williams advocates. They should not disappear back into the life of one school to sit quietly in the staffroom at break, reflecting privately on their year in the ivory tower.

What is needed is not Mr Williams's either/or approach, but a new appraisal of in-service education policy and the diffusion of the experience of the participants.

GRAHAM HAWKINS
Senior teacher
Helswood School
Hastings
East Sussex

Laughable thesis

Sir - Much of Martin Francis's article (TES, September 28) is sequestrated in both Racism dates from the cavemen. It is not essentially connected with capitalism: Roman and Greek writers are full of it; and it flourishes in so-called socialist countries.

As for slavery, which Francis drags in as if blacks, browns and yellows have never practised it, the Marxist attempt to corner the moral indignation market here is as ludicrous as the laughable thesis that sexual minorities and women must await "the revolution" to attain their rights.

Perhaps capitalism will be castigated next for "speciesism". But cats are natural Conservatives, and mine would grin from ear to ear.

BERNARD V SLATER
Bradford Grammar School



Slavery: blacks, browns and yellows have practised it too.

Damaging gloss

Sir - Your headline "State school staff blamed for low status of teaching" (September 28) and, the opening sentence of Bert Lodge's otherwise accurate account of my address at the Headmasters' Conference's annual meeting could have led to a regrettable misunderstanding.

I did not, in fact, say anything of the sort. I was urging independent heads and staff to "play our part, modestly and with understanding, in rehabilitating the image in general of the teacher in this country"; and I would have played it out on the record of close affinity with state schools (entwined area chairman of Secondary Heads' Association); experience as an assistant education officer; countless friends in maintained

schools, and so on) might have prevented such a damaging gloss being put on my words.

We are proud in HMC schools to play our part in the whole educational system in this country. Our close links with our colleagues at all levels in the maintained sector are precious to us, and we work continually to strengthen them. In these testing times such bonds have never been more important, as other parts of my speech stressed, and indeed there are many ways now in which we could perhaps give useful help; it is therefore particularly hurtful to have one's work jeopardized by a rather divisive headline!

DAVID EMMS
Master
Dulwich College
London SE21

Sexist advert

Sir - Am I to infer from the September 21 edition that *The TES* will, in future, be addressing itself to an exclusively male readership? This is the only interpretation I can place on the caption accompanying the Grundig advertisement on page nine.

It may be a fact that teaching is a profession, dominated by a male

hierarchy but, up to now, *The TES* has always given the impression that sexual discrimination is something to be deplored by every enlightened educationist.

Do I detect a reactionary swing in emphasis, or a moment of mental aberration?

JANE A WARD
209 London Road, Leicester

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Not what's required

CINDY LITTLEWOOD

I am coming to the end of my year on the Youth Training Scheme and would like to share my views on it with other people.

I am working for a small company involved in designing educational software and aiding people to understand the new technology. They could not afford to take on an untrained person so the Youth Training Scheme enabled me to go and work there.

During the scheme I have learnt, and practised at work, typing, word processing, basic accounting (how to keep a petty cash and simple account books), general office duties (filing, photocopying, how to make minor phone calls, etc.), how to load programs on various computers and I also have gained a general background of what computers can do.

The training courses at the local college of further education were not exactly what I required for the job I was doing, so they allowed me to try out several until I found the one that fitted me best.

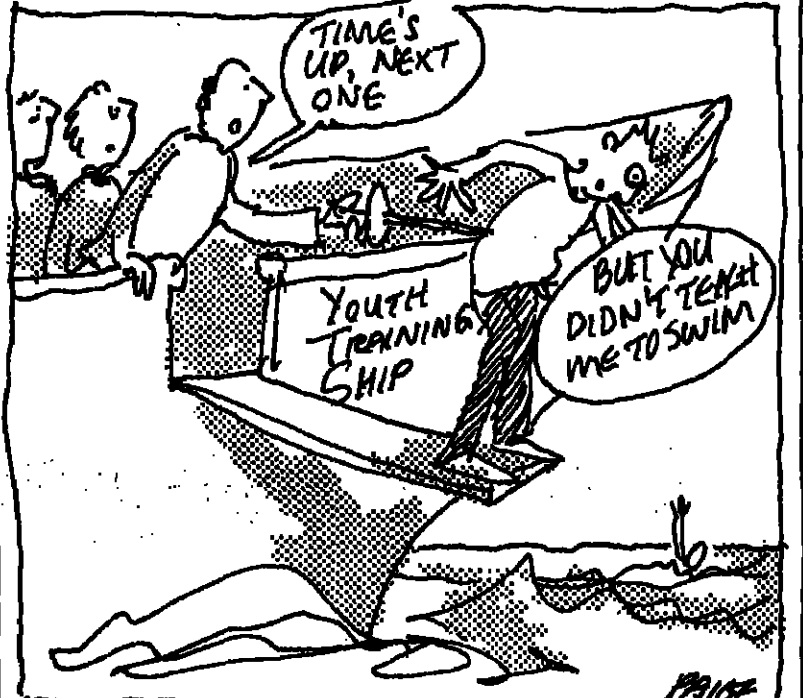
The first course I went on was the BEC General, which involved world of work, business calculations, typing and people and communications, out of which I did not require the calculations, but did need more typing time as I had never typed before.

The second course I went on was the secretarial, which involved people and communications/business calculations, office practice and typing, out of which the people and communications (mainly general English for the office) I did not require and again the business calculations I did not need, although now I was getting more time typing which was helping me improve my skill.

Finally I went on a course that was specially set up for the Youth Training Scheme students and involved book keeping, office practice and typing which was far more suitable for me. I now got enough time typing to be able to enter for the RSA I exam, enough office practice so that I could enter the office practice exam and enough book keeping so that I was able to understand and do the petty cash book and the accounts books at work.

My training has been very varied and will enable me to have a better chance in the employment stakes, even if the company was not able to employ me at the end of the year.

Cindy Littlewood works for EDITS of Lostwithiel, Cornwall.



Outside influences

HARRY EVANS

Implicit in recent Government legislation and in the utterances of certain public figures is that further education is not preparing people for the real world and is not delivering the goods when it comes to training.

If the real world is one in which people gain full employment then the fact that more than three million are unemployed must mean that there is something going amiss. However, is unemployment really due exclusively to the failure of the FE system and is the failure to deliver the goods in the training field again the fault solely of the FE system?

From the early days of the mechanics institutes, evening classes, workers educational associations and technical colleges right up to the technological and industrial booms of the 50s and 60s, further education has been playing a vital role and providing well qualified and skilled craftsmen and technicians.

Perhaps the recent failures, real or imagined, of our technical colleges are due to the fact that the standards of a large amount of the education and training that we have been delivering for the last decade have been determined by outside agencies including training boards, government departments and the leaders of each new project for the educationally underprivileged.

The training boards were welcomed initially as they worked to influence industry on training needs and clearly defined to the colleges what they expected of a person at the end of a

course of training. They allowed the colleges to develop syllabuses and curricula to meet these expectations with the boards' officers having a moderate role.

However, later incursions have been greater and the colleges, because of their fear that if they did not do it then other institutions would, have allowed people from outside the profession to decide upon syllabuses, curricula, recruitment, assessments, teaching method, counselling and standards.

Nevertheless the fault is not theirs but ours. I can think of no other craft, trade or profession that allows the customer to decide how a job is done or how a service is delivered although the customer does dictate the quality of the product.

Where is the professional pride of people in further education who have the expertise and qualifications as well as a proven track record of success when it comes to education and training? Why do we go into negotiations not as equals but as people prepared to be told what to do thereby not giving the best possible service to the agencies mentioned above nor to the students?

Is it not time that we stood up for ourselves, our profession and the training standards of this country and gave to the various bodies requesting our services the high standards of which we are capable?

Is it not time that further education had national, regional and local voices and a joint trust and belief in each other?

We must meet the requested training objectives but in a way that we are better qualified to advise upon and to determine. We should work as equal partners with our new colleagues in the provision of training with each party bringing their own particular expertise to such provision.

Harry Evans is principal of Newcastle-under-Lyme College of FE, Staffordshire.

Language for Life

ROD JEFFERSON

Jane Pickard in her article "Industry urges more language teaching" (TES, September 6) makes a very telling point when she quotes from a letter written by Terence Beckett, director-general of the CBI, to Sir Keith Joseph. In this letter, he points out that "although there were relatively few jobs for which a language qualification was a significant element in recruitment of school leavers, people found it became a significant factor in promotion later in their careers".

As a teacher of modern languages in further and adult education, it has been of concern to me that the end result of some of the language teaching in the secondary sector, however laudable its aims and objectives are, in many cases appears to serve only the short-term interests of the pupil.

Language competence involves, among other things, the ability to understand and construct sentences that the speaker has not previously met in the language. If a pupil does not have an adequate knowledge of the structures of the language in order to make new sentences, he or she cannot be said to have learned that language.

Today few language teachers, quite rightly, would deny that the use of the spoken language is essential to any

language learning and I agree wholeheartedly with the far greater emphasis given to the "communicative approach". But I would also argue that the acquisition of theoretical knowledge is necessary because every skill is an action carried out with knowledge of what is being done. Pupils have a desire to understand what they are doing.

This is not to argue that we should return to the grammar-translation method, divorcing grammar from an active use of the language. I am certainly not arguing that the theory of language should push out speech practice.

What I am saying, however, is that a theoretical knowledge of the language is essential if the pupils are to develop any lasting competence and this competence consists of more than the storing up of rehearsed utterances. The need for competence in the foreign language may not show itself for five, ten or even more years after pupils have left school.

If there is no solid foundation in their school language learning, they may have forgotten everything long before this need is felt.

Adult education tutors of modern languages cannot but admire the students who enrol for evening classes having had no language tuition for 15, 20 or 30 years, yet who still remember the basics, however rusty they may be. Will it be possible to say the same for the present generation of language students?

Rod Jefferson is a lecturer in modern languages at West Cumbria College, Workington.

Glittering prizes

DENNIS CARTER

It seems a long time since the days of prize-giving, when the bright pupils went on to the stage to receive books for being bright and the also-rans might get books for good attendance or punctuality. Many in education were glad to see the end of such divisive ways of celebrating the education of a community's children.

The objection to such practices came partly from the feeling that most children would never be able to compete, due to factors beyond their control. More important, however, was the idea that education is not a steepchase with odds-on favourites chasing for glittering prizes. Every winner, in such situations, would be followed by a trail of losers, whose real skills and talents would be overlooked because of the need to win the prize at the end.

Now, it seems, prize-giving day has been resurrected and applied to the schools themselves ("Sir Keith to back next curriculum awards" TES September 28). Schools who manage to corner the more talented and dedicated teachers or serve the more advantaged sections of society, or those who can

raise large sums of money for sumptuous resources will walk on to the stage after the boring speeches and receive the accolades.

The enhanced reputations of these schools will make the movement of children from one school to another into something of a stampede. Already in many parts of Britain schools in the middle of council estates are losing children to schools nearby in more leafy, suburban places. This process is, of course, highly favoured by the present Government and has been given full throttle by parental choice.

It is therefore easy to see a most worrying trend emerging from these two year searches for "outstanding schools". At a time of falling rolls it could create just the opening Sir Keith wants for a further reduction in public expenditure on education, by causing a new wave of school closures. Could this be one of the unspoken, unwritten motives behind these curriculum awards? Meanwhile, Sir Keith will appear as a generous Secretary of State for giving money to finance educational innovations. This money, however, will come from the extra half a percent cut taken from spending on mainstream education and earmarked "Special Projects". Classes of 35 plus or classes in which the children are forced to share dog-eared textbooks will be financing the glorious "search for outstanding schools".

Dennis Carter is headteacher at Tallies Junior School, Shotton, Clwyd.



Private training

ROBIN PEVERETT



The report on in-service training teachers in HMC schools was a long and important document indicating it did, the lack of such training highlighting the need for it. It is unfortunate, therefore, that the headline (TES, September 6) should have been so misleading. Private schools need better training, hardly indicated that the report dealt with a mere 222 schools out of a 2,500 independent schools in the UK. Furthermore, the opening sentence of the article "Private schools by and behind the state sector in private staffs in-service training" did little justice to one particular group of schools, the 550 prep schools under the auspices of the Incorporated Association of Preparatory Schools (IAPS).

The report itself, in section 1, gave reference to their courses, and their recognition of the importance of in-training, dates back over 100 years. The IAPS is, for example, the only independent association to its own Director of Staff Training who is always an ex HMI. He works in cooperation with a specially appointed training committee, which includes representatives from the headteachers' association, the Society of Master Teachers in Preparatory Schools (SATIPS) and HMC, whose representative can speak for the state schools.

Subject refresher courses are organized each year, and care is taken to see that these complement the main courses run each year by SATIPS. Since 1969, training courses for teachers have been run, courses which have only been extremely popular and have aroused considerable interest outside IAPS where INSET has been cut taken from spending on mainstream education and earmarked "Special Projects". Classes of 35 plus or classes in which the children are forced to share dog-eared textbooks will be financing the glorious "search for outstanding schools".

A wide range of courses in the field is organized by the Committee for Sport, and the pastoral side of the field is catered for by the parent seminars.

Outside IAPS, the Independent Schools Association organizes able courses for masters and housemasters and housemistresses. The result of all this is that, in a large co-educational day boarding school, I can employ my subject staff are kept up to date, my boarding staff are inspired, my parents are kept on the ball, my responsibility is kept ever before me and I can myself be decorated and re-tuned at regular intervals.

In conjunction with the above, many valuable courses and remedial staff are held, and the Instrument of the Independent Schools Microelectronics Centre in Oxford meant that nobody has an excuse for failing to keep up in this rapidly expanding area.

In all courses, a careful eye is on the age groups to ensure that early years are covered as well as middle school age, 9-13, and a similar feature of the courses is the lionnaire given to all participants at the end. The answers are carefully checked and enable the Director of Staff Training to improve the courses all the time.

Robin Peverett is headmaster of 'College Preparatory', Cranbrook, Vice-Chairman of the Independent Schools Association.

Newcastle's got a lotta bottle

In the first of a four-part look at young people in the North East, Brian Glover (right), now an actor and playwright, finds out what young Tynesiders get up to on a Sunday night

I used to love wrestling in Newcastle, even if the punters did start booing me as soon as I climbed into the ring. In those days the North-east was a great place.

Now, a little less green of judgment I hope, I was going back to what I had been led to believe was a very different place. Today the toad depression squats on Tyneside. The youth of the region, the children of the parents who boomed me with such vigour and delight, are defeated no longer kneeling before the great toad. I expected the worst.

I asked the hotel receptionist where I might find the youth of Newcastle on this Sunday evening? "Pubs." As the next day was a bank holiday I suggested there might be something happening in one of the parks. You know. An event. Rock Against Unemployment. Wouldn't the kids be there?

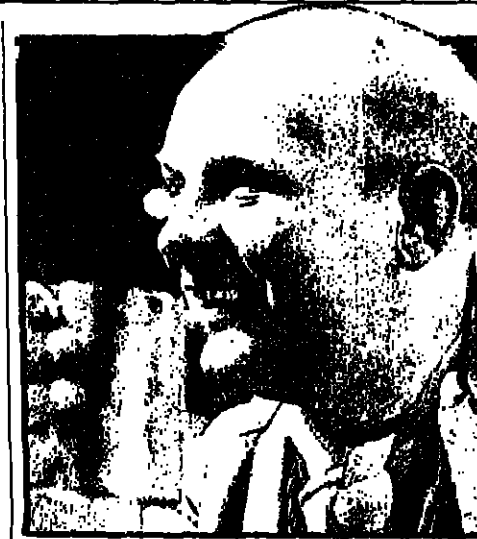
"Pubs." Our conversation was over. The youth of the North-east were obviously drowning their sorrows.

I stood outside the new Metro watching the depressed youth of the region emerge from under Central Station. Their forefathers emerged from the bowels of the earth just like this, I mused; all over the Northumberland and Durham coalfield miners crawled out into the early evening sunshine in those halcyon days before whichever political party you don't support closed all the pits.

This lot were not crawling, they didn't look at all depressed. The lads looked lean and smart, young bullfighters challenging the traffic as they crossed the road. The lassies looked even more beautiful than I could remember. Their white below: the Tuxedo Princess.



'This was supposed to be a depressed area and here I was queuing to get into a boozer'



What about the unemployment? "We've got fiddle jobs, plus the dole, and the atmosphere is better because of unemployment." I wasn't convinced. Ask him they said - Barney.

These lads were either 18 or 19, Barney was 22, no longer a youth. He was in the Navy and had seen action in the Falklands on HMS Exeter. Had he joined the Navy to get away from Newcastle? "No," said Barney. "To come back. Coming back's brilliant. I went away to get money. To get money to come back. When I'm coming into Central Station I get goosepimples." He'd also got a TR7 sports car.

A small crowd had gathered. I think they thought Mr Bottomley was giving away free milk. I'd got bottle by now. I dare talk to anyone. Even the girls. I wanted to know what the girls felt about tattoos, as most of the lads in the pub had them.

Dawn had Out on her sweater. "It's French for yes," she said, "but the answer's no!" I had no idea what she was talking about, but she didn't like tattoos either. "I think they're stupid, they think it makes 'em look big."

"If he wants to know about tattoos let's take



want a job, and you can't get dole until you are 18. How much did the hairdo cost? It looked expensive disarray. "Fifteen pounds, and my dad paid for it. He's got two shops, he can afford it."

Do you like your dad? "Lives in the sixteenth century, and my mam's an alcoholic." Poor woman probably only has the occasional tot of whisky in her hot milk to try to help her sleep and not lie there worrying about when her darling daughter is going to come home.

I asked her to what she aspired? "The Tuxedo Princess. People go there who you'd like to be like." I must have looked puzzled. It's a nightclub on the Tyne. It's on a boat, a ship. You'd love it.

It was sometime, I was going to the seaside tomorrow. I had to be up early. Barney offered me a lift in his TR7. If he was half as drunk as I was, I wasn't getting in a motor car with him - I was walking. "You might get mugged," he warned me. Not me, mate, I'm an ex-wrestler.

As I walked across the deserted precinct three youths stepped out of the shadows. I thought, I just do not believe it. I recognized the one in the middle, on one pub I'd been asking about attitudes to the police, he was the one who muttered: "Pure bastards." It was his tall mate who spoke this time. "You want to get yourself up Battle Hill Estate, talk to Gordon Sumner's dad - he's a muckman." A sting in the tail.

"You on the tack?" I'd never heard the

expression before. I asked him if he meant did I want any dope? "It's all sulphate up here," interrupted an androgynous child. It was so dark you really could not tell if it was a boy or a girl. What was sulphate, and was she a boy or a girl? "Sulphate's sulphate, and I'm a girl."

"Speed," explained Rod. "Are you him off the telly?" she asked. "Cos we're all going to Jumpers."

I stood in the queue to get into Jumpers. This was supposed to be a depressed area, and here I was queuing to get into a boozer. When I came out they let the next 10 in. Barney said I should see the queue on Friday and Saturday nights - twice as long.

The androgynous child - a girl - was in front of us in the queue. "Are you old enough to be going in here?" I was feeling avuncular. "I'm 18," she snapped. Barney said she should be in Tiffany's or Mayfair, that was where all the kids 14 to 18 went, and they only served soft drinks. "And sulphate," snapped the girl. "I drink. I don't take drugs."

The first person I spoke to in Jumpers, and it was difficult, the music was so loud, turned out to be a Landowner. He was 17, a labourer on a building site, and he came up every other weekend to stay with his mate, because it was a great place to be, and it was only £18 return on The Clipper - you could save that at 56p a pint for "Fed" compared to what he had to pay in Pimlico - and the beer was better up here.

His 18-year-old Geordie mate - they'd met on a London building site - was now on the dole, living in Gateshead, but signing on in London. "I get £157 a fortnight signing on in London. I'd only get £49 a fortnight if I signed on up here. I go down on The Clipper."

The Clipper is the non-stop bus that does Newcastle to London in five hours. I had visions of it packed with jobless Geordies, commuting to sign on in London.

I was still in Jumpers when I spoke to a 17-year-old who worked in the DHSS. I asked her what she thought about these benefit fiddlers? "I'm on strike," she said.

By 10.15 I was back in the Black Garter - I'd done a full circuit. I had to talk to more girls, the lads all told me that it was the girls who had all the jobs.

Michelle was 17. She didn't have a job, didn't

FEATURES

Giving HUF a puff

Primary schools are being told to do more subject teaching. But as Adam Hopkins reports, one Leicester secondary school is going the other way by integrating humanities and design

Even though it is the last period on Friday afternoon, plenty is happening in HUF, the pet name for Bosworth College's rather awesomely entitled Integrated Humanities and Design course. (It gets its F because its subject matter includes the school's obligatory foundation course in design.)

Ninety fifth-year pupils, in their second year at the 14 to 18 school high, are grouped in fours and fives in a series of interlocking open spaces in the design faculty. They are talking excitedly, reading, taking notes, planning their opening moves in the great China project presently unfolding.

It will embrace art and design; English (through reading, writing and speech); and various aspects of community studies — the three areas in which pupils will be assessed in O levels or CSE at the end of the two-year course.

Like the Japanese project of the previous year, it will proceed in all manner of directions, some as yet uncharted. There will be a mixture of formal requirements and pupil options in areas likely to include textile design and Chinese art in general, mythology and other forms of story-telling, government and social customs.

In the Japan project one of the highlights was a sumptuous meal made by pupils and consumed, with varying degrees of triumph or despair, with chopsticks.

One or two pupils in this large, mixed-ability group, picked at random to do HUF from an intake of 500, are openly dissatisfied, say what they are doing is "rubbish", not proper subjects, each with its own fold. They clearly envy those who are pursuing the constituent parts in a more traditional way.

But the majority verdict, forcefully expressed in a private session without teachers, is one of enjoyment, keen interest and application.

Rebecca Lane, Savinder Bhogal and Andrea Tomlinson have chosen acupuncture as their first Chinese topic, from a list which included costume, pottery, gardens, martial arts, food and calligraphy; and they will be visiting an acupuncture clinic in Leicester.

Now they are planning questions for doctor and patients; straightforward, necessary questions that any interviewer would expect to put. Is it painful? Is it effective?

"Ask the doctor how long he trained for", says Rebecca with sudden intensity. "Yes, good", says Savinder. "Shall we take a tape-recorder as well?" They plan to use photographs and diagrams to show where the needles go.

Nearby another group is taking advice on questionnaire construction from Stuart Hicking,

a design teacher. "If they say 'What do you mean exactly?' then your question's badly worded. Be clear. Avoid ambiguity, that's the thing. And don't ask two questions at once."

There are four teachers present — two from design, two from humanities. A fifth from special education (learning difficulties and special needs) is ill today. His group is absorbed into the larger HUF community, so getting, according to the teachers, a better deal.

The teachers take questions as they come up regardless of subject-matter, referring a problem onwards only if it genuinely calls for specialist knowledge or a specialist answer.

It is quite clear that the pupils — carefully referred to as "students" throughout a school in which all are known to one another by first names — are using the teachers as consultants and sounding boards for their ideas. The teachers, mingling with the students, are responding as a mutually supportive team.

There is some chivvying of those who are not obviously occupied but mostly what is on offer is advice. At this point of the China project, with the movement in the open spaces, the loud buzz, the multiplicity of undertakings, the scene could not be further removed from that of a conventional fifth-year classroom.

Underlying the activity, however, is enough structure to enable the one HUF group that has finished its two years to have performed well up to standard in GCE and CSE.

The integrated course at Bosworth College began three years ago because a group of teachers felt "real" learning should transcend the barriers of subjects as defined for exam purposes. They also believed that pupils should, when possible and suitable, make choices about their own learning and its organization.

The two main instruments for achieving those ends were team teaching across subject barriers and the provision of larger blocks of time that could be used more flexibly than normal lessons.

The present HUF fifth year, for instance, has a double period on Monday, four on Wednesday, another double on Thursday and the little-relished single period at the end of Friday.

The course, which takes a third of a student's time, is part of Bosworth's broad core curriculum which, in addition to humanities and design, includes PE and drama, science, maths and careers and guidance.

The humanities portion of HUF has to be finally translatable into English and community studies. It also draws to some extent on history, geography, sociology, RE and mass communica-

tions. And design in Leicestershire includes not just art but also such wide-ranging subject matter as music and nutrition.

Some of the HUF curriculum is delivered in a more orthodox manner. Projects, lasting on average four to six weeks, arise only when teachers feel there is something positive each discipline can contribute. And even within the projects there are also straightforward information lessons, particularly at the start. But students can choose the order in which they tackle topics and may want different information at different points. Accordingly, the formal lessons are each delivered several times.

All of this, and particularly the mechanisms for ensuring that all students cover what they ought, involves elaborate preparation, says Mrs Kaye Allison, head of design.

The five teachers involved remain in a state of perpetual debate, sometimes heated. "That's part of the enjoyment", says Alysoun Hancock, English teacher.

Originally the English side was amazed and indignant at how long it took to accomplish an apparently simple design project. The designers, conversely, thought an essay could be dashed off in an afternoon. Each side has learned to respect the other's claims for time.

There is debate over how to retain the "specialness" and integrity of subjects while placing each, where necessary, at the service of another, and over the best numbers and composition for the teaching teams.

As for students, apart from the disaffected there is intense loyalty to the concept of HUF



Pupils find the China projects just their cup of tea



(and, it should be said, loyalty to argue subjects among those who take them separately). In the private session with students, told on *The TES*, both present HUF students and veterans now in the sixth form agreed, there was confusion, even panic, when it was first asked to make choices instead of simply follow instructions. But later there was pleasure and satisfaction in accomplishing sophisticated projects.

Person after person volunteered a glowing account of work done — plays written, sets planned and sculpted, memorable arguments they had participated in with teachers counting just like anyone else.

One sixth former said: "You realize that you can tell them things, as well as them telling you, you have a piece of relevant information."

Bosworth College and Oldham primary schools (below) are among the 17 projects recommended by the *Report for Education for Capability* award, featured in an exhibition to be held at the Society of Arts, John Adam Street, London WC2N 6EZ on Tuesday October 16 open 10.00 to 4.30.

FEATURES

The 24 hour service

Eric Midwinter traces the origins of parental involvement and reviews the latest results from Coventry

In its prosaic yet telling pages, the report on Coventry community schools and their effects on educational performance must surely help establish a significant bridgehead. Paul Widdlake and Flora MacLeod have in this admirable report, along with similar findings from Rochdale and Haringey, and other places, squared the circle of the debate about home-school relations. It has been a long haul. It seems to have taken about a decade to surmount each of what perhaps might be seen as three hurdles, with a fourth still awaiting assault.

The first of these stages was explaining that official education was a much weaker influence than was believed, and that, continuously and accumulatively, the social background and the home circumstances of the child were, for good or ill, more important than the school resources. Education, it was argued, is a total, "communal" experience, in which, as the testimony of J W B Douglas, S Wiseman, A H Halsey and others show, the school has, if anything, a minor role.

This phase culminated in the publication of the *Plowden Report*, in 1967, with the influence of thinkers like Michael Young prominent in the sections on home-school relations, community schools and educational priority areas, and Lady Plowden herself taking an active interest, then and since, in such issues.

Not that everyone believed in and/or acted upon these findings, although the thrust of the argument was difficult to ignore. The climate was clouded by the sentimental mists associated with equality of opportunity. On the assumption that schools were the key agents, it was vociferously and benignly believed that the same treatment for all would revolutionize the situation. It is fair to claim that, in the United Kingdom, there is a general degree of technical equality, in that, for example, the amounts spent and the teachers employed do not vary critically from district to district. Indeed, there have been occasions where positive discrimination by way of increased internal facilities or staffing has been tried, with only slight shifts in performance. For, such is the

'We don't want those bloody dirty smelly mothers in here with us'

potency of environmental conditioning on the capacity of each child, what we have should more accurately be labelled *uniformity* of opportunity. It has been demonstrated that the strongest indicators of educational attainment are home or neighbourhood-based, and not school-oriented. This is not to say that a "good" school does not make a difference, but that it makes a difference proportionately for all its pupils: it does not close any gaps already created by social and cultural divides.

Thus, whether it is reading ability at seven, whatever remains of the 11-plus, O or A level achievements or entry to further and higher education, the effect of the home and its surroundings is greater than the kind and content of schooling in the ratio of four to one. Hence, for instance, the fact that one can predict, to within a few points, the take-up of higher education by typology of area, and its range from as low as 2 or 3 per cent in a predominantly working class local authority to as high as 16 or 17 per cent in an affluent authority.

The second stage of this necessarily overlapping debate occurred during the very late sixties and right into the seventies. It was the "So What?" phase. Even grudgingly admitting that such was the case, what could be done about it? One first had to demonstrate that parental involvement was possible, even in what were considered the most unpromising areas. Many teachers were convinced that the parents were not interested and, even if a spark of interest could be kindled, it was the sacred duty of the teacher to remove the children from the baleful effect of supposedly poor parenting. "We don't want those bloody dirty, smelly mothers in here with us" was but the colourful expression by one scornful young woman teacher on Merseyside of what many of her colleagues felt.

It was horse before the cart time. Primarily in Liverpool, the West Riding, and elsewhere, projects were mounted to test the thesis that, given the right mode of welcome, parents would generally respond. By relating school-based activities more naturally and spontaneously to their culture and life-style, this was excitingly proved. Although many thought and observed that the

educational effects were sound, the chief need was a purely arithmetic one: were parents ready and willing to become involved? By the mid-seventies, one could claim, at least at pre-school and primary levels, that, if a little wit and a few resources were available, it was possible to enlist 90 per cent of parents to the cause, whatever the social problems. We had, and this is a quote from the era, exorcized for all time that persistent hohobolin of teacher demagoguery, the feckless, apathetic working-class parent.

The third stage was to build upon that dramatic but largely public relations success. It was, of course, necessary to show that there was or could be a direct impact on children's performance, and, over the last eight or ten years, that has been accomplished. The import of the Coventry work results in that it relates to common-or-garden humdrum cultivation, not in an orchid-like project carefully nursed in a research hot-house.

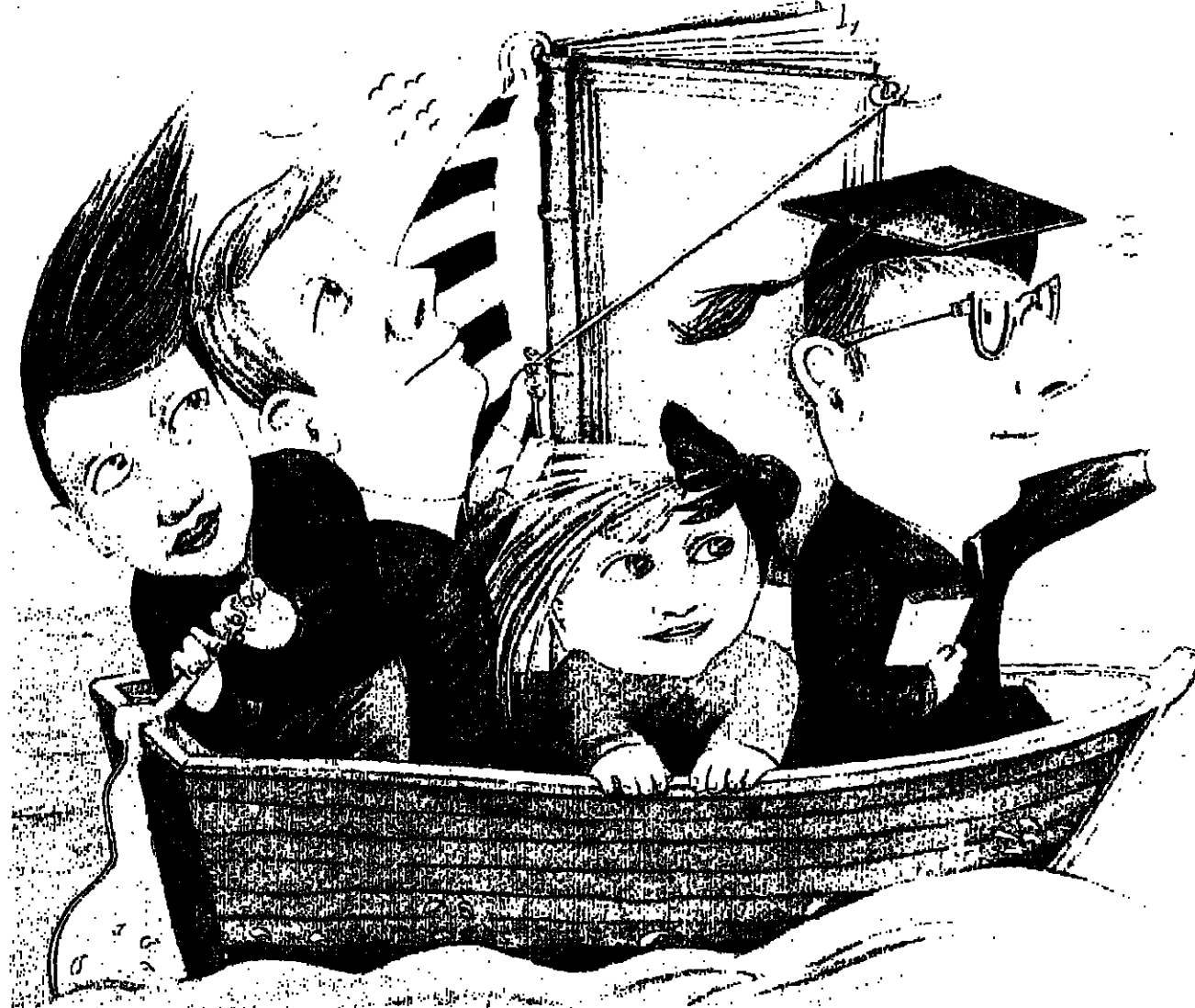
In spoken language, in attitudes to and

all-round accomplishment in reading, and in free writing, the performance of children in "disadvantaged" schools compared favourably with nationally-based scores for well-motivated, advantaged youngsters. In "reading for meaning" tests, for instance, "the overall Coventry means were, in fact, equal or superior to those of the middle-class schools as provided in the test manuals", and the report fairly claims "a clear linear relationship was found between the amount of parental support for their children's reading and the reading scores obtained".

There are several reasons why parents should have more influence in education, especially until the time of adolescence. They are the surrogate customers, needful of negotiating a reasonable educational bargain for their offspring. They are in a position to give assistance to the school in all manner of ways. There are strong moral and democratic arguments why parents should be more purposefully involved, as

So what of the fourth phase, the next 10 years, when one might hope to spread the theories, the strategies and the evidence of the preceding three stages on a nationwide pattern? Much depends on the Independent Community Education Development Centre, based in Coventry, and, which, within its short span of history, has done stirring deeds. In the workmanlike atmosphere of a refurbished school in the centre of Coventry, its talented team is in the business of spreading the word, organizing, evaluating, training and evangelizing. It is the engine-room of the community education movement, and its chief engineer is CEDC's Director, that buoyant social entrepreneur, John Rennie, astutely gifted in the art of harmonizing golden ideal with mundane practice. The Isambard Kingdom Brunel of community education, he is about the task of building bridges and laying tracks, nationally and internationally, so that the communication of these important products and ideas might be smoothly maintained.

The polycentric nature of British education means that, if the momentum is to be successful, the response must be positive and firm at all levels and points, from government and local government, from training agencies, from schools and from individual teachers. Nor should it be pretended that parental engagement of the community kind is a vogue, like a new geography textbook or a novel chemistry wheeze, to be tried



The Coventry report emphasizes this:

"As a consequence of deliberate policy-making over a period of 12 years, community schools have grown up in many parts of the city and a tradition of parental involvement has been established in Coventry such that most primary schools take the presence of parents for granted, and they are included in many activities. In some parts of the city, two generations of parents have now worked in partnership with teachers. Through support from schools, parents have been encouraged to take direct action in relation to their own lives as well as making a positive contribution towards the psychological and educational development of their children. In short, children have been socialized into a school system where there are few barriers between the home and school."

The Taylor Report clearly demonstrated apropos school management, and one must surely welcome, at least for consideration, Sir Keith Joseph's recent proposition that schools should be sufficiently decentralized to allow for a parental majority on governing bodies. None the less, the main thrust of the argument is a professional one; namely, that, through home-school liaison of a thorough-going kind, children are better educated. It means that teachers and schools which fail to appreciate this fully are, to that extent and in the sense of efficiency, acting professionally.

'A clear relationship between the amount of parental support and reading scores'

At the present time, there is a huge gap between the perceived truth and the actual practice. It is like the situation of a few years back with regard to smoking. Almost everyone understood the danger, but only a handful gave it up. The picture is patchy. There is a school here or an authority there which lights the darkness, and the proponents of community education leeter between optimism and pessimism. If one considers over a hundred years of institution-based, formalized instruction, then the developments of the last 10 years are electrifying. If one compares that progress, school by school, authority by authority, at times, then it can look a little dismal.

out for a couple of Tuesday afternoons.

At its full tide, community education is the reverse of the conventional. It calls upon the school to cease to be a cloistered an inward-looking institution and to become the bustling headquarters for often widespread outreach activity. It calls upon the teacher to act, not as the minder/mentor of children, but as the steward of the "educative community". A picturesque illustration might be the imaginative reading workshops which have proved so sparkingly successful. The tutor or adviser has seen a group of parents on a systematic basis for an hour or so each week; and the reading ages of their young children have jumped remarkably without the teacher in question and the pupils ever actually meeting.

The crux of community education, with parental participation at the core, is about the sustained ability of a locale to provide a total educational culture for its children and indeed its adults. It is not so much about office hours being nine to four, as about a 24-hour service. The next 10 years will be crucial. We shall be able to observe whether, as we enter the twenty-first century, we shall have been brave and inventive enough to have shrugged off the educational incubus of the nineteenth.

P Widdlake and F MacLeod, *Coventry Community Schools and the reading, writing and spoken language skills of primary school children*, obtainable from Community Education Development Centre, Briton Road, Coventry CV1 4 1 P.

Your problems may all be little ones

Jo Newson looks at the way five year olds are taught to tackle everyday life in Oldham

Children in 14 Oldham primary schools are being taught a systematic approach to the solving of everyday problems. In a scheme backed by the metropolitan borough's education committee, children as young as five are being introduced to the Bulmerhe-Compinio Problem Solving Project, as described in Professor Keith Jackson's book, *The Art of Solving Problems*.

Although generally aimed at adults, this approach involves tackling questions in a logical sequence of steps which Oldham teachers have translated into five questions: What is my problem? How can I explain it? What can I do about it? Which way is best? Have I finished successfully?

A five-colour rainbow is one aid used to help children to remember this sequence. Another is a book written by one teacher about Spodge, the starfish, who wanted to look like other starfish: a wizard taught him the questions he must ask in order to overcome his problem.

The approach can be represented on paper by a table, either drawn by the pupil or provided by the teacher, with gaps to fill in each stage of the problem, including the outcome.

Problems tackled in that way range from having to sit next to an incompatible classmate to planning a future trail when "the valley changes every week".

Betty Pedley, head of the team of primary support teachers, feels that it is important for children to consider a variety of possible courses of action, and finds that it comes as a surprise to some of them that there are several choices. She feels the project allows even for apparently bizarre and impractical solutions, freeing the child from the restriction of conventional, expected answers.

Faced with the problem of how to get water out of a ditch one child suggested "bringing in an elephant to suck it out": an example of the "tremendous creativity" it encourages she says. "It led on to the concept of pumping water, whereas before they'd been thinking only in terms of draining it."

Jean Dowson, assistant education officer for Oldham, says encouraging children to think in this way develops both independent and cooperative resourcefulness, and confidence in decision-making.

She sees no reason to flinch from the problem-solving terminology of "strategy", "strategic thinking", "obstacle" and "outcome" with a class of seven-year-olds. "Children like unusual words and they tend to remember them better."

This term Betty Pedley is introducing the technique to five-year-olds at Broadfield Primary School. In her first session with a group of about 30 five to eight-year-olds she introduced a variety

of mascot called "Strat" with a smiling face and five front pockets. The "children" in each of the pockets were introduced as "little strategies" and in the first session, one particular strategy named as Prob. Prob also has five pockets, designed eventually to contain cards with a question corresponding to each stage of the strategy.

In the second meeting with the children a week later, Betty Pedley aims to explain the idea of a problem as purpose and obstacle, using a mixture of contrived illustrations (for example, "planting" a sweet on an out-of-reach sill) and those suggested by the children.

In a session with older children in the school the concepts are taken further. "The children are introduced to the term 'strategic thinking', which is written on the board immediately, and the definition of the problem is illustrated verbally with pictures. Children are then asked to remember the problems they come across for the problem will be discussed."

The education authority plans to make available kits for teachers, containing picture books to reinforce certain stages of the strategy, especially for younger children, but Jean Dowson expects teachers will find their own way of teaching it. "Children initially need to be encouraged to be creative, to think of their own solutions, and then to be encouraged to be systematic."

strategy as and when the need arises during the work and in everyday situations.

Jean Dowson thinks that the most important aims of the project are to help children identify problems when they arise and to "enable them to have a battery of skills and strategies which they can select in an appropriate situation". She sees it as far more pervasive than a slot on the curriculum: "We want children to be able to use the strategy, not only in academic situations, we're aiming at life."

Children keep a record of the problems they have tackled, both cooperatively and independently, and the quality and depth of their insight into ways of overcoming the problem are monitored. If a child is particularly weak on one aspect of the strategy, that can be reinforced by discussion with the teacher and even set tasks. Jean Dowson says that in general, the first session always produces a range of responses: some children seem to grasp it straight away and others need help, but she has been surprised by how quickly children have picked up the ideas.

Betty Pedley is also encouraged by the children's response and ability to use the strategy spontaneously. "The highlight of the work so far was when one child said to his teacher, 'I can think of another way of doing that.' It was the confidence of having an alternative that



Behind the cameras at Kidbrooke School

Guides to the celluloid jungle

Robin Buss reports on film studies in theory and practice

The first things that strikes you in talking to film studies teachers is their enthusiasm and dedication to the subject. The second is how much they need it. Since the Thirties, official inquiries have deplored the influence of the visual media on young minds, invariably adding a rider on the need to develop "a more critical approach". What this amounts to, in reality, is a pious hope that children will stop watching television and start reading books. What it has not meant is a willingness to define the place of media studies in the curriculum and to make available the resources for equipment and teacher training, or even to acknowledge that the study of the media may be accorded the status of a discipline with some academic respectability. There is, in the words of Chris Mottershead of the ILEA Learning Resources Centre, an assumption that "because television is made for a mass audience, there is nothing to understand about it".

There are, consequently, wide variations in the facilities provided even among the 40 or so ILEA schools (out of a total of 160) which offer examination courses in either film or media studies. Everyone speaks with awe (and usually envy) of a few schools: Holland Park which has fruitful links with the industry and Iford, the only school in the Greater London area with a film and media studies department, where everyone is taught the subject. More typical are stories of courses dependent on the skills and enthusiasm of a single member of the English department who has to battle against timetables, cuts in resources, rooms without blackout, and the misapprehension that it is all a subversive attempt to disguise entertainment as education.

Investment in material resources is crucial. A successful film studies course needs a practical component: the teachers I spoke to estimated a ratio of roughly 60 to 70 per cent practice to 30 to 40 per cent theory. No amount of examples or chat about the manipulation of images can replace the experience of using film to convey a message and exploring the ways in which it can be altered.

Judged by the right criteria, the results are impressive. At Kidbrooke School, in South London, I watched a video of early work used to teach lighting, eye-level marking and so on; and a more advanced piece of film by students who had been exploring star images within the context of the gangster movie genre. Teachers are sometimes sceptical about the results of their work, but it seemed unlikely that the students involved in making these videos would take images of film narrative for granted again.

Kidbrooke, with a well-equipped studio, illustrates the values of capital investment. The facilities are used for film and media studies by pupils doing exam courses, and also generally by the English department where work on the media is being integrated into the traditional English syllabus. Like language laboratories, studies can

be awkward for classroom work - that at Kidbrooke only comfortably accommodates 15 pupils - and this compounds difficulties in time-tabling.

However, the benefits should easily outweigh the inconvenience, first because of the increasing use of visual material generally in teaching and second because of the need to apply theory developed in relation to film studies, to other disciplines. To take perhaps the most obvious example: novels and films may deal with comparable areas of narrative or the depiction of character, but need to solve the problems in different ways. The comparison, say, between a novel and its film adaptation can be made not with a view to showing the film as an impoverished version of the original, but to reveal otherwise unsuspected features of narrative, manipulation of viewpoint, and the roles of author, director, technicians and others in creating the "text".

For Roger Martin, film studies teacher at Kidbrooke, media studies can highlight "the conceptual links that can be made between a text and its production" in a way not available to orthodox "English", as well as being an ideal terrain for the study of economic issues which are hardly ever raised in relation to literature. It is impossible to talk seriously about film or television without taking account of cinema and television as industries: how many English courses give the same attention to publishing? In fact, media studies raise in a particularly acute form a range of questions barely touched on in other fields: narrative structures, representations of reality, myth, social and economic problems, images of heroes and women. In no other discipline are these so clearly demonstrated and they can be taught to pupils who may never willingly read a book or a newspaper, or go to a theatre, but readily accept that television and film are of concern to them.

Some encouragement has been given to media studies within the context of ILEA's campaign to combat racial and sexual stereotyping, but the field is so broad that "media studies" can easily become an excuse for waffle unsupported by either a practical component or rigorous theory. On the other hand, given the links between cinema and television and the declining importance of cinema, film studies narrowly defined, may have a certain period of glam (all those black-and-white cowboys and Indians) but little relevance for the video age. The distinction between media and film studies, according to Chris Mottershead, is "one of extension v depth". No one I spoke to was inclined to exclude television, but most teachers were concerned that the field should be confined to the visual media, though with a preference for CSE and CEE rather than the less flexible O level syllabus.

Pupils come to film or media studies with their own prejudices and opinions, including wrong assumptions about the content of the course. For teachers who have not been trained in this area,

formed 20 years ago, reactions may be surprising ("But sir, it's in black and white!" was one indignant reaction to a teacher's favourite movie). The areas of auteur and genre are central to most courses, but the Western, one of the genres universally studied, now belongs entirely to cinema history. The gangster movie has been given a new life on television, but examples of both genres are liable to find themselves the subject of exam questions (especially on their representation of women) that would have surprised their creators and their original audiences. Heather Hillier, who teaches English and media studies at the Mulberry School in Tower Hamlets, meets special problems in relation to image and stereotyping. This is a girls' school with a very high intake of Muslim pupils who watch little television except on video and find it hard to come to terms with conventions of genre, advertising and image. The cultural conflicts that arise extend well beyond the classroom.

Cultural problems do not only arise for Asian children. While the sixth-formers at the Mulberry School make good use of the British Film Institute Library and other resources in Central London, those south of the river tend to operate in a space more closely defined by their "villages". Lewisham, Sydenham, Deptford or Greenwich. Most schools have group membership of the National Film Theatre, few make use of it. "It's fine for the middle-class kids," one teacher said, confirming my own experience. "Their parents take them up to London to the cinema, the theatre or exhibitions, but the majority seldom venture outside the immediate area."

On the other hand, everyone I spoke to uses resource packs, slide packs and other materials produced by the BFI Education Department. The BFI also produces a guide (*) which provides a fully annotated reading list which is also organized in such a way that it defines the main areas of work. It is dedicated to teachers of the O level Mode III Film Studies syllabus who have taught it "often in isolation and as often against the grain of the educational institutions they work or worked in".

The impression of mild paranoia is not entirely borne out by experience. All the teachers I met agreed that they have got encouragement from heads and heads of department; their main worries centered on more oblique pressures - cuts falling on more expensive and more "marginal" courses; or the move to tertiary colleges. In many cases, continuity may be fragile. At Forest Hill, Mark Perring took over a course set up by Colin Finbow, now with the Children's Film Unit, and has been able to sustain and develop it with considerable success. I watched some of his pupils preparing the sound for a video, in a purposeful atmosphere that was at the same time relaxed and friendly: learning to work as a group is an important aspect of media studies and students

The problems in fact usually arise at a level beyond the individual school and involve material resources and, still more, training. Plenty of books exist in the general field of film and media studies and semiology, but little to appeal even to bright sixth-formers and far too much written what seems like a parody of a bad translation of Lacan or Barthes. The same applies to periodicals: schools receive *Sight and Sound*, *Screen* and some other journals, but they sit in the library unread except by a few members of staff.

There is no career structure for film studies teachers. Most have first degrees (but, according to Chris Mottershead, experience and expertise are more valued) and, in London, there is plenty of opportunity for training, including the NAA in media and education at the Institute of Education, the BFI extramural certificate and the BFI Easter School. But until film and media studies are more highly regarded and more widely taught, teachers will have to see their career primarily up the English ladder, with film studies as the supporting programme, not the main feature.

There are also courses for students, especially the more able sixth-formers, including the ILEA Central London Polytechnic four-day course at O level. Because of the nature of the discipline, exam syllabuses must allow for some flexibility and, in CSE and CEE, for continuous assessment and possibly group as well as individual work. They include reviews of films or television programmes, practical work and formal papers involving image analysis and essay questions of short-answer questions. The CEE also usually requires an extended essay or similar study. The areas covered in film studies range from technique to genre, narrative, scripting, stereotyping, the film system and the cinema as an industry.

Since the media are the principal creators and purveyors of myths in society, critical analysis of them is bound to be "subversive" of these myths. Any film or media studies course must raise questions about the nature of filmed reality, narrative conventions and the "impartiality" of documentary and news reporting. Some theoretical work is inevitable. In *Screen*, May-June 1983, see media studies as the starting-point for an attack on many areas of the traditional curriculum, in particular English and history. Such arguments may seem somewhat removed from the simple storyboards and storyboards of *The Outlaw Josey Wales* in London secondary schools (and they are certainly beyond the scope of this article). But it is worth pointing out that "encouraging more critical viewing habits" among young people has nothing to do with education, if all it means is teaching them to use the "off" button of their television sets and inviting them to read a good book instead.

(*) Guide to Film Studies in Secondary and Further Education. Edited by David Lusted. BFI Education. June 1983.

Bloody Poetry. By Howard Brenton. Foco Novo Theatre Company. Haymarket Theatre, Leicester.

Within Howard Brenton's *Bloody Poetry* there are the seeds of several good plays, none of which quite comes to fruition. Through a series of fragmented scenes we watch the encounters of Byron with the Shelleys and Claire Clairmont between 1816 and 1822. On the surface the play is an accurate enough documentary, but one is left wondering precisely why Brenton was drawn to these renegade aristocrats trying to live out their ideal of a "communist" society.

The programme notes suggest the left should not mourn Shelley's life, only curse his "irresponsibility in messing about with boats"; but, though the passionate radical is glimpsed, the main focus of the play is on the tribulations of Shelley's private life

and his desperate fear of "spiralling down to dejection". Perhaps Shelley's political fervour is not really the stuff of theatre, whereas his irresponsibility and Byron's audacity are and excite some excellent comic invention in Brenton, who is not the first to discover that Byron is mad, bad, but *fun* to know. But the comic energy lacks direction. The characters talk of fanatics and mythologizing experts in their diaries and we seem to be entering territory akin to Stoppard's *Travesties*; but then the play changes gear for a more serious discussion of poets as "instruments of the future life". Again certain character-observations need developing. Mary, for example, obsessed with financing free love on a dwindling income and being coming the shrew she dreads being intimate with boats; but, though the passionate radical is glimpsed, the main focus of the play is on the tribulations of Shelley's private life

What the play lacks is an inner dialectic to which all these issues can relate.

Richard Allen Cave

Rural vignettes

Cider with Rosie. By Laurie Lee. Adapted by Nick Darke. Oxford Playhouse Company, Oxford Playhouse.

Cider with Rosie does not so much tell a story as explore a feeling: to attempt to adapt its lyrical prose to the stage is bold if not foolhardy. The National Theatre succeeded triumphantly with their robust and moving evenings

quarried from Flora Thompson: the Oxford Playhouse Company - directed by their new Artistic Director, Richard Williams - offer in *Cider with Rosie* something more tentative and sanitised, though still poignantly charged with regret for a lost rural world.

The vignettes of daily life are imaginatively staged: a sheet cast over the narrator and the floor of the set creates a snowy landscape complete with

snowman; a full-size actor in a laundry basket makes a horribly convincing baby. But the progression from one gently humorous scene to another is flat, unenlivened by any brisker episodes, and impeded by the necessity to link them by means of a narrator figure.

The central problem is that this narrator is the most substantial character, and the only one who can carry into his speeches the poetic qualities of the original. Neither the mother whose loving strength he celebrates nor the children who feed on that strength have much to do or much to say, and the actors inevitably end up geying their roles, turning characters into caricatures. They are not helped by the crawling pace at which they proceed, which forces them to deliver their scanty lines in village idiot tones.

An audience of largely teenage girls

still responded with a buzz of laughter, however, to the company's interpretation of a story they could flesh out with their own memories of the book. They were unnerved by the cast's collection of intermediate accents, and rightly impressed by Michael Garner's vigorous comic portrayal of the village lad, Spadge.

The production is moving on to weeks at the Opera House, Buxton, from October 16; the Forum, Billingham, from October 22; the Empire, Sunderland, from October 29; and the Charter Theatre, Preston, from November 12.

Neil Philip

Radio jewel

Masters' India. Radio 4 Sundays 9pm, repeated Fridays 3pm.

Like the author of *The Jewel in the Crown*, John Masters developed an interest in India during army service in the sub-continent but while Paul Scott detailed the last years of British rule in his *Raj Quartet*, Masters painted a much broader picture. His "Savage" episodes tell the stories of four members of the same English family, each set at a key moment in India's history between 1825 and Independence. The novels are now being dramatized in an ambitious 18-part radio serial.

Because of Granada Television's prestigious *Jewel in the Crown* and because of the forthcoming film of Forster's *A Passage to India*, it is tempting to see the BBC Radio Drama department as simply cashing in on the fashion for things Indian. Because Masters is sometimes said to be weak on characterization and because his style is more that of the adventure story than is Scott's precise social

observation, it is also tempting to suspect that *Masters' India* will be "thin".

Not so. In Penny Leicester's imaginative and occasionally surrealistic production, it has started well with a five-part dramatization of *The Deciders*, chronologically the first of the novels. A number of Asian actors combine to create a crowded and convincing landscape and David Collings is particularly effective as the India Company's district collector who is confronted with the Hindu practice of suttee (in which a widow sacrifices herself on her husband's funeral pyre), a mass grave containing the mutilated remains of lost travellers and his own doubts.

Admittedly there are one or two fairly horrendous "thinks" speeches in which the central character explains to himself and the listener "what I am doing now", but David Wade has filleted a well-shaped drama out of the novel which promises to be both good radio and an interesting view of Indian history.

David Self

Spectacle poétique

Amour, mon frère. French Institute, October 4.

The French Institute, under its new director, M. Michel Monory, will no doubt continue to provide a varied programme of films, lectures, theatre, music and exhibitions. The most popular events are inevitably those. Like the may appeal to sixth-formers, but it would be a pity if the Institute were not to cater for other audiences, including teachers who are sick of the A level habit of "encouraging more critical viewing habits" among young people has nothing to do with education, if all it means is teaching them to use the "off" button of their television sets and inviting them to read a good book instead.

sed audience, rather than an attentive one, if the music is poorly reproduced and occasionally mistimed. Individual pieces (the Obaldia poem, for example) were effective and it is hard not to sympathise with a celebration of love in all its forms; but, for the most part, this left me unmoved.

Seurin and Ordinis recite beautifully, but seemed quite unexcited by each other and more at ease when they had the stage to themselves. Despite the help of Rilke, Prévert, Lorca, Musset and others, they failed to bridge the gap between the formal language of poetry and a convincing and spontaneous demonstration of affection, which is what one expected when they were together. Of course, the awful things that were being done to Mozart in the background would have been enough to put anyone off.

Robin Buss

ARTS

Shelley transfixed

Brenton offers us some memorable stage images, especially a witty enactment of Plato's definition of life as a cave of shadows. By contrast the later attempt to stage Julian and Maddalo, that all-important confrontation of idealist and cynic, which could provide a searching explanation of the two poets' attraction to each other, misfires and seems just a nasty jape on Byron's part. James Aubrey impersonates Byron with fiery brio, intimating more of the poet's tortured sensibility than the text actually defines, while Valentine Pelka strives to make Shelley seem ethereal rather than "wet" without much support from the dramatist. But viewing him transfixed as if in a shaft of lightning declaiming "The Mask of Anarchy" into the annihilating storm, we suddenly apprehend the visionary and his daemon. We do at last "see Shelley plain".

Richard Allen Cave

Sitting easy

Pump Boys and Dinnettes. Piccadilly Theatre. Stepping Out. Duke of York's Theatre.

Blake was right: "Bless relaxes". Scaling the heights of tragedy and comedy, or even the allowed masterpieces of farce, are not for every day. There are occasions when it is a treat to loosen our stays, sit easy, and enjoy simple human pleasures. Neither *Pump Boys and Dinnettes* nor *Stepping Out* are big how-wow stuff, but they both add to the sum of human happiness.

Pump Boys and Dinnettes is a musical entertainment conceived and written by six people. It began off-off-Broadway, was remounted off-Broadway and transferred to Broadway where it ran for 15 months, being nominated for awards. American as pecan pie, set on Highway 57 in a rural service station/diner, it comprises 21 numbers in country and western, rhythm 'n' blues styles. Four repair hounds and two waitresses sing and play music with only the telephone to suggest any customers to serve. The men are also excellent instrumentalists, the girls provide nifty tympani from kitchen utensils.

Paul Jones very engagingly holds the show together as Jim who sings and plays mouth-organ splendidly whatever the mood. Brian Protheroe has a nice line in vocal cynicism, is a marvelous comic portrayal of the village lad, Spadge. The production is moving on to weeks at the Opera House, Buxton, from October 16; the Forum, Billingham, from October 22; the Empire, Sunderland, from October 29; and the Charter Theatre, Preston, from November 12.

Neil Philip

arrangements, homespun philosophy, winning songs reflecting changing moods.

Stepping Out is a beautifully acted play directed with verve and style. After her triumphs as an actress, singer, dancer, Julia McKenzie makes her debut as a director with great success. Richard Harris's play about a tap class in a church hall in north London has no pretensions to being great dramatic literature. On paper it must appear to be little more than an assembling of stock stage types: Jewish mother, nervous spinster, cockney trollup, token black. Played by such a gifted cast it comes with warmth, humanity, and uproarious laughter.

Each character is carefully developed and given a share of the limelight. We want them to succeed in their struggles to master a production number for a charity show. In a closely-knit ensemble Marcia Warren's bossy Vern is a miracle of comedy timing, hinting at hidden tragedy; Diane Langton's bouncy, cockney-sparner lights up the stage with laughter, Barbara Young's Jewish shopkeeper revels in the humour and pathos of being stepmother to a "wonder-boy"; Gabrielle Lloyd's Andy, a tongue-tied, cack-handed do-gooder, understated. Add to these Peggy Phango's powerful black Rose; Josephine Gordon's bag-of-nerves DHSS clerk Dorothy; Sheri Shepherson's moody class pianist; Ben Ari's lone-male Geoffrey and Charlotte Baker's nurse Lynne - not to miss Barbara Ferris's nervous, stringy, energetic tap-teacher Mavis (who succeeds even where her author fails her - making her break down in front of her class over an unwanted pregnancy).

John James

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Pursuing pleasure

Henri Matisse: Sculpture and Drawings. Hayward Gallery until January 6.

Matisse is now firmly established as a modern master alongside Picasso but although we can get some sense of his original draughtsmanship from his paintings, his drawings have rarely been seen in England and his sculptures never before. Promised by the Arts Council in 1968 on the occasion of the Matisse retrospective which opened The Hayward, they are now on show at the very moment when the GLC is taking steps to run the gallery itself. Ironically, it is a splendid exhibition, an easily accessible outpouring of seductive, opulent line and form that should satisfy all but the most puritanical.

Essentially a hedonistic artist, Matisse's sculpture and drawing, like his painting, directly appeal to our pursuit of pleasure. Almost everything on show focuses our attention on the organic fullness and flow of figures, fruit and flowers, sometimes creating compound metaphors of all three. In the 1903 bronze, "The Serf", it is the muscular thrust and virile stance of the mature male. In the 1909, "The Serpentine", one of the masterpieces of twentieth century sculpture, it is the sinuous, undulating rhythm of the



"Seated Nude", Paris 1906, and right, "Self-portrait", Nice 1937.

female body. Everything inessential to the expression of these qualities is quietly removed.

Both these formal motifs reappear over and over again without any loss of vitality or invention and on occasions contrary to their traditional sexual application. Perhaps the most challenging of all Matisse's sculptures are the five bronze heads of Jeanette, where he progressively transforms the model into a cornucopia of volumes and voids, the last of which inverts the expression of masculine force. In the charcoal drawing, "Dancer Resting in an Armchair", it is a male figure that spreads across the paper in a series of arched forms that suggest the unfolding of a flower.

This image epitomises Matisse's declared intention in art: "An art of balance, purity and serenity devoid of



troubling or depressing subject matter... something like a good armchair in which to rest from physical fatigue." But in his later, cut-paper pictures, some of which are now on show, drawing, painting and sculpture are unified in fulfilling this aim, as both John Elderfield and Isabelle Monod-Fontaine recognize. Their separate books (*The Drawings of Henri Matisse*, £16.00 and *The Sculpture of Henri Matisse*, £12.50, both Thames and Hudson) which also serve as catalogues reproduce everything in the exhibition and provide informed, illuminating commentaries on the artist who is surely the most wholesome in all the twentieth century.

Michael Clarke

ILEA teachers planning school-party visits should contact Jacky Percy on 01-928 3144.

Rock around

"Rock music is about feel. How am I going to cope with that?" is the question that TSB Rock School teachers workshop leader Nic Bourne finds an increasing number of music teachers asking themselves. Most music training is incompatible with pop/rock skills, yet an increasing number of teachers - and an even bigger number of pupils - want to bring pop into the classroom. The problem for teachers is where to begin.

The Rock School workshops aren't a bad place to get a crash course. Bourne, an ex music teacher himself, favours a simplistic approach: isolate the basic elements of pop music; learn to teach lyric writing in a straightforward accessible way (Bourne's own method: comb the tabloids for headlines that sound like song titles. How do you fancy "Marry Me or I'll Break your Legs" as a potential chart-topping title?). Familiarize yourself with the various idiomatic packages that pop comes wrapped in - the 12-bar blues, reggae, simple ballad and so on. Finally, get to know about developments in musical instrument technology, and its future.

Bourne and his colleagues try and fit all this into one day's work, as they go around the country presenting these (free) sessions. At the London Borough of Havering's Teachers' Centre in Hornchurch recently, many of the teachers attending had little experience in the rock field, but after an initial session were enthusiastically working in groups, trying to apply the basics on the range of electronic

keyboards and percussion instruments on display. In fact, the value of the instruments Bourne takes round the country is probably about 10 times the average comprehensive school's department's budget, and it's notable that he gets criticized for presenting such an ideal teaching situation. On the other hand, it is important that teachers get "hands on" experience of the instruments of the future, even there are only going to be one or two each enough to be shared between schools.

Bourne suggests that music should be treated for extra facilities. Having the Music Adviser, Tony Shields, was at the workshop. He is very supportive of rock in the classroom, and believes that the electronic, programmable instrument can be ignored, and he's started buying his own. "Many pupils have smaller visions of these keyboards at home, and have learnt how to use them," he comments. "They won't want to be chime bars and glockenspiels in lessons any more." What about the threat to "traditional" music? Both Bourne and Shields are convinced that in Russian schools girls tackle metalwork and higher mathematics with the same enthusiasm as boys.

The truth is less inspiring. The Soviet education system has as many problems and disappointments as any other. Its development since the death of Stalin is clearly and objectively described by Mervyn Matthews who also contributes to J J Tomiak's collection of essays. For the interested but ignorant reader these two books provide an excellent introduction to a much misunderstood subject. David Shipley's book is a more wide-ranging and relaxed account of contemporary Russian society but he too notes the failures and contradictions of the education system. *Moscow Women* is the most intriguing of these books because it indicates just how far Soviet

Nick Baker



Daphnis and Chloe, 1901 or 1902, lithographic pencil

Note of charm

Drawings by Bonnard. An Arts Council exhibition touring Norwich, Durham, Bristol, Stoke, London, Southampton, Plymouth, Exeter.

Bonnard disliked painting directly from life. It was the "idea" he felt, not the object itself, which the paint reflected. He was, as this exhibition from a private collection shows, a prolific, almost feverish, sketcher, using soft pencil, pen and ink and on occasion even a burnt match to record

Hugh David



This illustration by W Heath Robinson for Walter de la Mare's *The Little Hare* (1916) is one of the exhibits on show at the exhibition *The Nursery World: An Anthology of Children's Illustrations 1850-1984* which runs until October 20. Among other artists represented are E. H. Shepherd, Kathleen Hale (creator of the Marmalade Cat) and many modern favourites, Quentin Blake, Nicola Bayley, Harold Jones and David McKee.

The Newham International Festival of Theatre in Education, now an established event in the TIE youth theatre calendar, will run from October 14 to 20 at the Theatre Royal, Stratford East and other venues in the area. This year's themes are theatre for young people and anti-racist theatre. Visiting companies include the Jamaica School of Drama who will perform a piece commemorating the hundred and fiftieth anniversary of the abolition of slavery. Cardiff Theatre-in-Education with primary and secondary programmes, the Brookline High School Drama Workshop from America (which is directed by a former Newham drama teacher), Belgrade TIE, Coventry with a participation piece, *Mother's Day* and the Children's Music Theatre, fresh from Edinburgh with their production of *The Powder Monkey*, a powerful play with music, not exclusively for young audiences.

Phone 01 472 0717 for further information.

Next week
English as a foreign language and English as a second language for immigrant children in British schools: a special series of articles to coincide with the Barbican Centre. Philip Davies Roberts on the cultural consequences of computers. Sheila MacLeod on video nasties. Edward Bligh on Harry Judge's *Generation of Schooling - English Secondary Schools Since 1944*.

In the service of the State

John Rae on schooling in Russia

Soviet Education in the 1980s. Edited by J J Tomiak. Croom Helm/St Martin's £17.95. Education in the Soviet Union. By Mervyn Matthews. George Allen and Unwin £5.95. *Russia: Broken Idols, Solemn Dreams*. By David Shipley. Macdonald £9.95. *Moscow Women*. By Carola Hansson and Karin Liden. Allison and Busby £3.95.

The Soviet education system is a rich source of inspiration for those whose knowledge of it is superficial. Egalitarianism believe it is a model of equal access to opportunity. Elitists point eagerly to the existence of selective schools. Utilitarians admire the matching of education to the country's economic needs. Feminists are convinced that in Russian schools girls tackle metalwork and higher mathematics with the same enthusiasm as boys.

The truth is less inspiring. The Soviet education system has as many problems and disappointments as any other. Its development since the death of Stalin is clearly and objectively described by Mervyn Matthews who also contributes to J J Tomiak's collection of essays. For the interested but ignorant reader these two books provide an excellent introduction to a much misunderstood subject. David Shipley's book is a more wide-ranging and relaxed account of contemporary Russian society but he too notes the failures and contradictions of the education system. *Moscow Women* is the most intriguing of these books because it indicates just how far Soviet

women are from real equality and to what extent schooling reinforces a conservative sex-role model.

Russian education since the eighteenth century has differed fundamentally from education in the West. What has happened since 1917 is that the communists have been more thorough-going in using the education system to produce the right attitudes and the right skills. The concept of a liberal education which teaches pupils to think for themselves was as alien to Peter the Great as to Stalin or Brezhnev.

Political indoctrination is a long established tradition. Instinctive loyalty to the Tsar has been replaced by loyalty to the Marxist-Leninist state. Ideological education is a key part of the curriculum. The aim of the school-teacher is "to train active and conscious builders of communism".

Indoctrination begins in the kindergarten where children sing revolutionary songs and are taught to respond to a portrait of Lenin with such phrases as "The workers of the world know and love Lenin". At the secondary stage each subject area is expected to make a distinctive contribution to political education: science lays the foundation for a materialist view of the world; foreign languages gives access to the works of "brotherly communist and workers parties". But it is history that provides the most effective vehicle for political indoctrination; all Soviet pupils learn that capitalism is inevitably doomed and that socialism will triumph everywhere.

John Morrison's excellent essay on political education in *Soviet Education in the 1980s* is a useful corrective to anyone still naive enough to believe

that in dealing with the Soviet Union one is dealing with a system which fosters independent thought. Needless to say, this blinkered education system is run by the Ministry of Enlightenment.

If political indoctrination is all too successful, attempts to make the education system serve the nation's economic needs are clearly not. Successive drives to "polytechnize" the curriculum since the thirties have at best been only partially successful. The aim has been to replace the "abstract" content of the curriculum by a more concrete approach in maths and science, by teaching manual skills and linking schools with the real life of the factory and the collective farm. But a high proportion of schools insisted on retaining "unpolytechnized curricula". There was resistance from teachers. There was also resistance from parents and pupils. The more able pupils disliked having manual lessons thrust upon them and were not interested in manual jobs when they left school. Just as in the West the school leavers have a clear idea of which jobs carry the greatest prestige so that in Russia as elsewhere it is difficult to match the aspirations of school leavers to the economic plans of the state.

The more talented the pupils the more determined they are to continue with education and become physicists, doctors, engineers and so on. Tomiak and Matthews both have interesting information on special schools for these talented children. The schools started as centres of excellence in languages, sport and music but in the late Sixties took a new turn. Ordinary schools were given special status so that they could provide "profound" study in subject areas where the state demanded excellence: mathematics,

science and computer technology. The schools break the rules that would tie them to a particular catchment area and are allowed to select their pupils. Selection is justified by the need to ensure that pupils entering the special school can take the pressure of profound study.

Matthews estimates that there are about 200 of these special schools. If you add the Olympiad movement for children gifted in mathematics and the "enrichment" courses provided in ordinary schools, the picture is of an increasing concession to competition and elitism in Soviet education.

As for the girls, they suffer from many limitations that inhibit their development in this country sewing when the boys do metalwork for example. In Soviet Central Asia girls are taken away from school at 13 and sold as brides, the price rising in inverse proportion to the girl's educational qualification. Even in the cities of European Russia, education has not modified the attitudes of the dominant Russian male. Given the biological determinism of Soviet philosophy that is hardly surprising; women may be equal but evolution designed them for different roles. "Women, you take care of the household. Hand me the newspaper", is the male attitude recorded by even the most liberated Moscow women. Clearly in equality of the sexes as in other matters, Soviet education still has a long way to go.

Peter the Great saw education as the essential foundation for service of the state. Soviet Russia sees education in exactly the same way. Whatever the failures and disappointments, schools will continue to develop good communists rather than critical faculties.

Science-wise

Philosophy and Sociology of Science. An Introduction. By S Richards. Basil Blackwell £17.50. 0 631 13411 5.

This excellent, workmanlike survey is intended mainly for science students lacking any background in philosophy and sociology. It does not aim to break new ground, but to give a comprehensive and comprehensible account of the difficulties involved in the idea of science, in itself and in its various social relations, and of scientific method. This aim it admirably fulfils, and ought to become required reading, beginning at sixth form level.

It will, however, be of use beyond the confines of its intended audience. Anyone wishing to know what the debates over the nature and status of science are about, in particular, whether what is being discussed is of

importance or not, will find this work most useful. It asks for no specialized knowledge, no acquaintance with esoteric terminology; but presents the issues and the several controversial proposed solutions in a simple, concise and intelligible manner.

The account is in two parts. The first is what briefly might be called the theoretical, the second practical, though the distinction is of course not absolute. Philosophical issues cannot be satisfactorily discussed without some reference to practice; and practical science cannot help but raise theoretical questions which can be ignored, but as shown often with unfortunate results.

The treatment of the various views put forward by philosophers and sociologists is throughout impartial and fair.

Pierre Watter

Rachel Neaman

EVALUATING THE CURRICULUM IN THE EIGHTIES

Malcolm Skilbeck (Editor)

This book presents a comprehensive and up-to-date examination of the current field of curriculum evaluation. It consists of edited versions of papers which a highly-experienced group of educators read at a British Council-sponsored international seminar. The contributors have specialised in evaluating varied aspects of curriculum policy, design, development and implementation. The subjects covered include institutional self-evaluation, action research, national performance testing, national guidelines for school review and the role of examinations and of agencies such as the Schools Council.

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Lives and times

Thyrza. By George Gissing. Harvester Press. £7.95. Set against a background of brutalizing poverty in the slums of Lambeth in later Victorian years this poignant novel describes the isolation of the central characters by their own moral and imaginative selfishness and the defeat of their romantic and idealistic aspirations by the barriers of class.

The Years with Ross. By James Thurber. Hamish Hamilton £4.95. Ross was the "latter day" eccentric editor of the *New Yorker* magazine. Thurber's account of what went on during the years he worked for him leaves one weak with laughter.

Consciousness and the Unconscious. By David Archard. Hutchinson £4.95. This book analyses Freud's theory of the "unconscious" and includes discussions of several critiques of the concept including Sartre's. Archard argues that the deterministic and mechanistic basis of Freud's theory creates serious problems for the notion of the "unconscious".

Joan Tamburrini

lingo

One obvious way in which language changes is by the addition of new words. They bubble up at a rate of some hundreds every year from a wide variety of sources, from the rigours of science and technology to the voguishness of a multiplicity of subcultures. To survive in the popular language a new word should have that mysterious quality that catches the attention and takes the fancy of the media. The future of such an item is assured - in the short term at least.

Two such migrants from North America that shows signs of winning a foothold here are *wimp* and *scam*. The latter (perhaps changed from *scheme*) is defined as "a confidence trick, fraudulent scheme" and "to perpetrate such a swindle". *Wimp*, meaning "weak, ineffectual (person)" is conceptually linked in Webster's *Third International Dictionary* with British slang *wimp*, a girl, which Partridge's *Dictionary of Slang* traces back to Cambridge undergraduates before the First World War, adding "perhaps from *whimper*".

Barnhart's *Second Dictionary of New English* gives the origin as "probably short for *Wimpsey*... in the comic strip *Popeye*, created in 1929". Had the current sense been British in origin one would have been tempted to guess at a Lewis Carroll-type portmanteau from *wet* and *limp*, which reflects the meaning accurately enough.

Cerry Hunt's Democratic nomination campaign brought to the public eye the *yuppies*, who were thought to provide a significant part of his support. They are variously explained as "young up (wardly mobile) professionals" and "young urban professionals". The former explanation also provides the variant *yuppies*. In the campaign context the term had a certain wit, as it also contained a punning reference to *yes* "yep" (the ones who said "yes" - to the short term at least).

William T McLeod

Play on

Evidence

(Para)literature

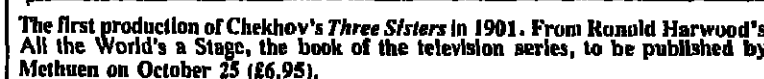
The death of innocence

80-1000. By Alfred F. ...
Edward Arnold New History of S
land £6.95. 0 7131 6305 4.

Period piece

Classic account

W. T. McLeod



PAPERBACKS

brilliant (Faber, 23.50) pays tribute to Moore's (Faber, 23.50) 'The Digestive Harde Yron' and its use of reduplication, 'poetic with'.

The opening essay, 'The Whole World and the Sound of Words' is one of the best introductions there could be to poetic modernism. Another, again on the new Faber list, is Ezra Pound's *Translations* (23.95). Pound, like Eliot, was a haphazard and often inaccurate linguist; yet he had an ear as finely attuned to cadence and rhythm as any composer with perfect pitch.

Latin, Greek, Hebrew, Sanskrit, Aramaic, Old English are all restored to the modern poets' range of reference.

No less than Pound, Robert Lowell was anxious to colonise a wider literature for American poets. No classicist, Lowell for his *Imitations* (Faber, £2.50)

Brian Morton

Hermann Peschmann

11. Luckin

More than just an Atlas . . .

ATLAS OF THE JEWISH WORLD

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SHIMON DUBOV

In translation

Homer: *The Iliad*. Translated by Robert Fitzgerald with an introduction by G S Kirk. Oxford University Press £2.95. 0 19 281594 6.

Niccolò Machiavelli: *The Prince*. Translated by Peter Bondanella and Mark Musa. Edited with an introduction by Peter Bondanella. Oxford University Press £1.95. 0 19 281602 0.

John Bunyan: *The Pilgrim's Progress*. Edited with an introduction by N H Keeble. Oxford University Press £1.95. 0 19 281607 1.

As more and more people study Greek and Latin literature in translation, and fewer and fewer in the original, there is quite a significant market for translations of the great classics, especially Homer and Virgil. A publisher who can get his version on our bookshelves is on a good thing. Let us hope therefore that those who have power over such things will put the OUP flag

on their bookshelves. The translation, though far from wholly satisfactory, is widely admired, and the introduction shows Britain's leading authority on the Homeric question (though one must bear in mind that his views on the role of writing in the composition of Homer's poems are not universally accepted) at his very best: brief, pointed and witty, but still totally sound – and with enough space for a damaging attack on the structuralists. He offers a short bibliography of the contents of which are predictable but at least up-to-date; in place of annotation there is only a glossary and index of proper names and three maps of real places.

As the texts of *The Prince* and *The Pilgrim's Progress* are shorter, so is their explanatory material fuller. Both have chronologies of their authors' lives (not an easy record to compile in the case of Homer); each has a "select" bibliography which is in fact dauntingly learned and full. Someone has (in my opinion) blundered in decreeing that the occurrence of an Explanatory Note at the back should be signalled by the insertion of an asterisk into the text

at the appropriate point which disfigures a page of agreeable typescript. The notes themselves, though, are very helpful. Those of *The Prince* mostly elucidate historical references scattered broadcast by the learned Machiavelli, while those on *The Pilgrim's Progress* more fascinatingly trace Bunyan's images and allusions to their origins not only in the Bible – though that, too, is clearly useful in an age of unbelief – but also in contemporary Puritan tracts. In his introduction, too, Mr Keeble exhibits Bunyan as a man of his time, but is also careful to isolate the element in which he differs both (in his beliefs) from other Puritans and (in his approach to literary composition) from other seventeenth century authors. Peter Bondanella is particularly concerned to defend his client from the charge of Machiavellianism, and he brings to the fore the results of the latest searches into on the one hand the meanings of keywords in the text (eg *virtù*), and on the other Machiavelli's wider political theories as revealed in the *Discourses*.

Keith McCulloch

Epic form

Aeschylus: *Oresteia*. Translated by Hugh Lloyd-Jones. Duckworth £5.95. 0 7156 1683 8.

Whatever one may think of their virtues as poetry, Latimore's translations of the *Iliad* and *Odyssey* undeniably convey to sixth formers studying Classical Civilization something of the epic character of reading 24,000 lines or so of Greek hexameter verse. The advantages of reading the *Oresteia* in one of the two verse translations at present recommended by the Board are less obvious. Latimore's is based on an outdated text, while Fagles' not only stands in no determinable relation to the Greek original in any version (thus sorely trying the patience of any teacher who wishes to discuss what Aeschylus actually wrote), but also substitutes for the measure and symmetry of Aeschylus' verse-forms something which is recognizable as poetry only fitfully – and then when it is least close to the original. Let us therefore be grateful to the publishers for making readily available a translation which, if it does not claim to be poetry, is at least scrupulously accurate, and so does not gratuitously add to the obstacles which stand in the way of anyone who wishes to come to grips with the opaque utterances of an alien mind, beset by a defective manuscript tradition.

Professor Lloyd-Jones' translations of the three plays which make up the *Oresteia* were originally published by Prentice Hall in three volumes, then by Duckworth, with new introductions, and now they have been bound together in one volume. The introduction to the *Agamemnon* contains a survey of the early history, nature, conventions and verse-forms of Greek tragedy which is a miracle of concision and good sense. One turns with relief from the illusory profundities of Fagles' "reading" of the *Oresteia* to the stiffer waters of Lloyd-Jones' observation that "the death of Agamemnon was well-designed to illustrate a central truth of Greek religion... the infinite fragility of all human happiness". His treatment of the theme of Justice resumes the arguments of his authoritative study of *The Justice of Zeus*; we are reminded that "Aeschylus is not a philosopher but a poet", and that "it is of the essence of tragedy that two claims, each of them just, should clash with one another".

Keith McCulloch

In Padraig O'Malley's *The Unsettled Wars: Ireland Today* (Blackstaff, £7.95) an informed, concerned but impartial outsider dissects Ireland's recent past and current dilemmas. Interviewing every leading participant, he weaves their revelations into a ruthless analysis of the false assumptions and flawed logic that bedevil this three-dimensional, multi-faceted problem.

Tom Corrie



"Puer pinnatus ille, qui impune committit tania flagitia". From *Cupid and Psyche*, an adaptation from *The Golden Ass of Apuleius*, by M G Balme and J H W Morwood which intends "to provide a bridge between made-up and real Latin, and a means of reviving syntax". (Oxford University Press £2.50)

Sending up Claudius

Seneca: *Apocolocyntosis*. Edited by P T Eden. Cambridge University Press £17.50. 0 521 24617 2. £6.95. 28836 3. Selections from Ovid. Edited by C W Dunster. Longman £7.95. 0 582 28131 8. *Mitche's Fabulae Faciles*. Revised edition edited by Kirtland. Longman £4.75. 0 582 35954 6.

Seneca could scarcely have known it, but when he (or whoever) wrote the *Apocolocyntosis* he was providing a sequel to *Claudius* and *Claudius* the God.

This satire is a send-up of Claudius – sending him stumbling up to heaven, in search of deification. But heaven will not have him, and he is dispatched ignominiously down to the other place. En route, he is a spectator at his own funeral. (Only then does he realize that he is dead.) His final fate is to slave away at internal clerical duties for all eternity.

Seneca's Menippean mixture of prose and verse is well presented in a new edition with a concise introduction and notes to explain the allusions, quotations and parodies. The English version, printed to face the Latin, will be useful especially to Greekless students in translating the Greek words found in the text.

More transformations, but in a more conventional sort of Latin, appear in *Selections from Ovid*. Many of the old favourites are included: Orpheus, Pygmalion, Midas; and there are also extracts from other works of Ovid as well as from the *Metamorphoses*. Footnote pages notes and a vocabulary make this a useful reprint as a possible as a school reader.

Fabulae Faciles is a reader, with notes and vocabulary, for pupils who are not yet ready to move beyond synthetic Latin. These stories of Greek myths retold in Latin (Perseus, Hercules, The Argonauts, Ulysses) would perhaps not be quite as "easy" now for a late-start Latin class as they were in

the leisurely days of 1903 (the date of first publication) or in 1931 (when the revised edition was published). And the English-Latin exercises must seem like a long-lost luxury now to many Latin teachers: "Hercules himself, although he despised of victory, exhorted them to show courage."

Bridget Loney

Quintus Curtius Rufus: *The History of Alexander*. Translated by John Yardley. Penguin £3.95.

Waldemar Heckel's introduction is comprehensive but succinct. The identity of the author, his methods, sources, accuracy of fact and characterization and the historical value of his work are re-appraised. John Yardley's translation makes excellent reading. The narrative runs with discreet colloquial ease and the speeches, where required, flaunt their rhetoric with grand effect. This version deserves to be as popular as the history has been in the past.

Katy Watter

Bridging the gap

Curriculum Development in Action: Fresh Approaches in the Humanities. Edited by David and John Simkin. Tressell Publications £3.90. 0 907586 18 X. Considering the Curriculum during Student Teaching. By John Heywood. Kogan Page £9.95. 0 85038 718 3.

Bridging the gap between theory and practice has been a major concern in curriculum studies over the last 10 years. Both these books identify with that concern in their stress on the importance of teacher evaluation. Each also highlights, through its judicious use of quotations, the intellectual honesty of an intellectually honest theory of educational practice.

For all that, *Curriculum Development in Action* is an inspirational text. It brings together a dozen articles by practising teachers breaking new ground in such controversial areas as anti-racist teaching, women's studies, and political education. However, except in a few instances, there is little attempt to relate these often isolated initiatives to a broader frame of reference. The introductory chapter on educational publishing, although interesting in itself, remains an uncritical account of one small-scale cooperative venture. Similarly, the chapter on development education discusses neither the critiques of this movement nor the ideological conflicts within it. This tendency to skate across the

surface of the subject matter is perhaps inevitable given the brevity of the contributions. Longer articles by authors just upon uncovering the theoretical implications of their on practice might have proved a more effective editorial strategy. But the reader would have missed out on much: the international perspective and the diversity of the issues raised. Some of the articles are outstanding. Carol Adams, Hans Hooghoff, and Jane Woodall manage, in their respective pieces, to connect with a broad critical audience, and make an important contribution to current thinking in the humanities.

By comparison, John Heywood's *Considering the Curriculum during Student Teaching* is both expansive and difficult to read. While it offers a range of theoretical references in support of his argument, the text also draws on more empirical accounts of classroom practice produced by his students during their one-year post-graduate teacher education course. The relation between these two kinds of evidence is, however, neither spelt out nor acknowledged to be a problem.

This is a pity, since Professor Heywood's varied experience of industrial training in England and teacher education in Ireland points him, and hence the reader, with a perspective on a number of personal concerns.

Jon Nixon

Critical condition

The World, The Text, and the Critic. By Edward W Said. Faber and Faber £15.00. 0 571 13264 2.

Although it has been widely and respectfully noticed as an authoritative guide to current critical trends, this book is something of a disappointment, and not merely because it is bitty, cobbled, a good many of its chapters already substantially composed by way of what could be called the higher book reviewing.

And yet its major theme should appeal to committed teachers. Briefly, it is that intellectuals should not let themselves to power, should not serve the commercial interests that perpetuate cultural hegemony, should not commit the forms of intellectual treason analysed and defined, though very variously, by Marx, Benda and Gramsci. That culture serves power, in Gramsci's phrase, leads to some extended though not uncritical advocacy of the thought of the late Michael Foucault, perhaps because it is hoped that his radical viewpoints may yet be used to restrain the verbiage of those North American critics drawn into the abyss of critical irresponsibility and solipsism associated (though rather unfairly) with the magic name of Derrida.

The argument carries a sustained allusion to the European creation of "Orientalism", a "culturally motivated" by-blow of imperialism which leads Said to extended considerations of writers like Renan and Schlegel. No one can doubt that this book is the work of a formidably well-read man. Apart from sophisticated and extended consideration of Swift, Cervantes, Lukács and the Oriental school, there is much incidental discussion of many of the larger figures of the European cultural landscape, not to mention an unrelenting reiteration of a thesis which includes a supporting cast of thousands of intellectual specialists. Or to put it another way, the bourgeois Jewels he has set in his head do not make his intellectual offspring any less of a toad.

This is not merely a case of Solentish carried to a point where it impedes Thought. It is also a matter of ugly, hypnotic style that colours now widely permits itself as a result of its conviction (repeated here) that criticism is at least as original and creative as art. The assumption is ludicrously gratuitous because transparency and regarding, and the stylistic result is gruesome.

A reviewer has noted that Said's work was "a turgidly phenomenological flow of Bernadine Watts: this kind of discern only trace elements of the phenomenology. But the turgidity has not proved quite so easy to shake off."

Edward Nall

The Aeneid. By Robert Fitzgerald. Harvill Press £12.50. 0 00 21008 0. The best feature of Professor Fitzgerald's new translation of the *Aeneid* is the impeccable presentation of the book itself: second is the accuracy of the rendering, though the accuracy of a too-zealous copyist is marred by a technical or colloquialism (not just of contemporary usage but of the classics) which is a quality of the verification, which is based on blank verse. The footnotes, correct parentheses are often flat, especially when they refer to a feminine case. The rest is inclined to teeter irritatingly on the brink of verse. I should still be in the class C Day Lewis's line-for-time version.

Penguin have done well in releasing Christopher Hibbert's *The Destruction of Lord Raglan*. A tragedy of the Crimean War, it is a new book, but it is a reprint of a book that has been in the library for some time. It is a reprint of a book that has been in the library for some time. It is a reprint of a book that has been in the library for some time.

CHILDREN'S LITERATURE

There still appears to be no limit to the number of picturebook fairy tales published for the pleasure of the undiscriminating public. Unfortunately, the quantity of versions still outweighs the quality, mainly due to the lack of appreciation (and often, one suspects, due to sheer ignorance) of the source text by artist and editor. The books are issued merely to court a currently fashionable name or style and thereby ruin many a child's understanding of the true fairy and folk tale.

The following are no exception, and provide varied examples of how not to illustrate the stories of Andersen and Grimm. The first six titles are from the German collection, beginning with *The Musicians of Bremen* (Hodder and Stoughton £5.95), in which both the tame and tedious retelling by Linda Jennings and florid, complacent pictures of Martin Ursell betray the originally brisk beast tale with its quirky turn of phrase. However, in *The Brave Little Tailor* (World's Work £3.95), adapted by Robert San Souci and illustrated by Daniel San Souci, an episodic giant-tale akin to our *Jack the Giant-Killer*, both pace and wit are well preserved. While the fussy mock-medieval touches tend to irritate, the illustrations do show something of the tailor's perkiness, the rustic mood enhanced by autumn hues.

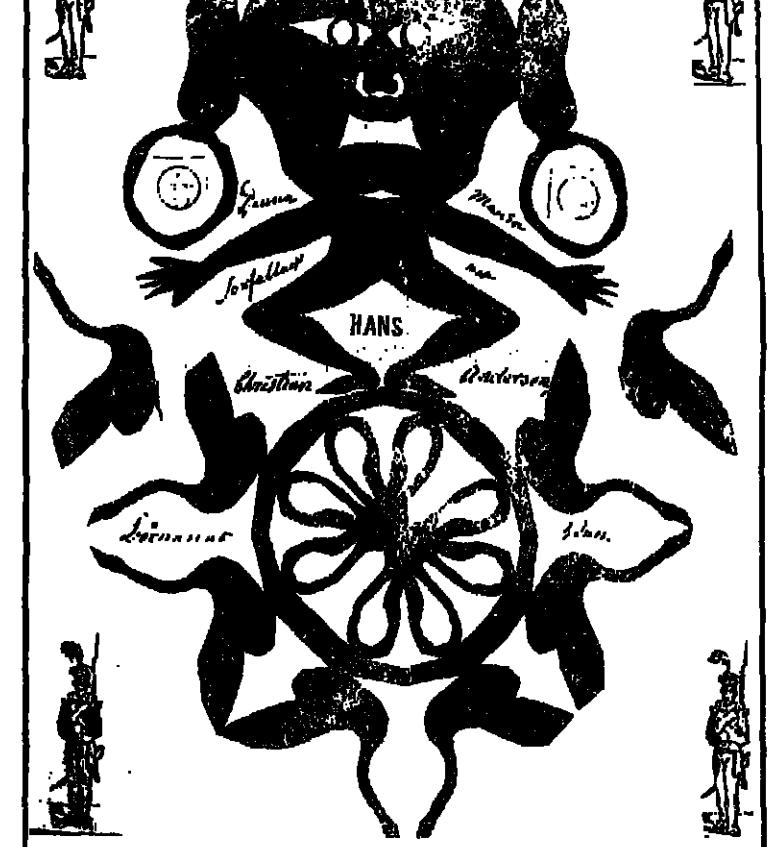
In *The Shoemaker and the Elves* (Julia MacRae £4.95), retold and illustrated by Cynthia and William Birrell, the tactile qualities of the different fabrics inevitably seem dulled and flattened when reproduced on the printed page, though the three-dimensional effect is well achieved. This chocolate-box pastiche, with its arbitrary Alpine setting and stiff, toy-like figures, is composed of various textures using appliqué, embroidery and stitching, with pattern on each surface extended and orders surrounding every page. Pretty and skilful, though such rich ornamentation is quite inappropriate for a simple, homely tale that is itself concise and to the point. The whole book is visually indigestible.

Jorinda and Jorjengel (Andersen Press £4.95), is also hampered by a discordant illustrative style. The huge, unwieldy figures of Jutta Ash clutter the page alongside cats, ravens and even a unicorn, all of which have no place here. The witch, too, is but a pale, hooded shadow of her former self, the adaptor (Naomi Lewis), having removed the deliciously chilling description of her monstrously hooked nose. *The Sleeping Beauty* (Abelard/North-South £5.95) fares little better. Though the text faithfully retains the rhythmic control and lyricism of the Grimm's *Dornröschen*, it is governed by the snub-nosed lady and work was "a turgidly phenomenological flow of Bernadine Watts: this kind of discern only trace elements of the phenomenology. But the turgidity has not proved quite so easy to shake off."

Little Red Riding Hood (Oxford University Press £4.95), retold and illustrated by Trina Schart Hyman, is based on the Grimm's *Little Red Cap* with its weaker, though more merciful, end. The German version digresses far more than Perrault's deftly handled plot, but his adaptation quite unnecessarily adds to an already wordy source, and also names the heroine. Just as this is uncharacteristic of tradition, so is the artist's strong-willed line too restrictive and personal for fairytale illustration which needs a more sensitive, submissive approach if it is to succeed in its complementary role.

Would that Andersen were treated better, but even an unusual choice like *The Old House* (Abelard/North-South £5.95), illustrated by Jean Claverie, has not stirred the artist to look beyond his or her immediate whim. The ironies that underlie each statement and the overall sorrowful tone are carefully reproduced by Anthea Bell, but are entirely swamped by the vulgarity of twentieth-century city life. Dramatic sky-scaper perspectives with Disney-land sets and tasteless visual jokes pull the reader into cartoonland and away from any chance of experiencing the story as Andersen intended. Thus *The Princess and the Pea* (Abelard/North-South £5.95) comes as a distinct relief. One of the first four of Andersen's tales to be published, in 1835, this short but perfectly precise piece of prose is here told in the right spirit, though the rain "oozing out of her shoes" is a poor substitute for flowing "through the heels of her shoes and out through the toes" (Haugard). The quiet, restrained illustrations by Dorothea Duntze, particularly the calm pinks and blues, select patterning and balanced compositions, are pleasantly reminiscent of the Dutch artist H. Willebeek Le Malr.

The Wild Swans (Black £4.95), perceptively translated by Naomi Lewis and illustrated by Angela Barrett, unhappily reveals yet another artist's inability to comprehend the subtlety of Andersen's writing. The strange mys-



A troll paper-cut based on wheels and swans and arranged on a page of *Christine's Picture Book* (Klinghober £17.50) bears the inscription "This man's creator is HANS Christian Andersen, the children's friend." Andersen was contributing to a scrap book put together in 1859 for three-year-old Christine Stang by her grandfather Adolph Drensen and now reproduced for the first time with English translations of the verses. There is a background essay and notes by the Danish scholar, Dr Erik Dal, and an introduction which places the work in context by Brian Alderson, children's books editor of *The Times*.

tic sweetness and aching sadness are crushed by the heavy Victorian setting and harsh, uncompromising colour. By contrast, the Grimm's *Seven Ravens* (Picture Book Studio/Newsbauer Press £4.50), translated by Elizabeth D Crawford, which has similar motifs, is illustrated with Lisbeth Zwerger's customary discrimination, her figures placed deliberately against plain wash backgrounds to imply distance both in physical and psychological terms. Detail is kept to a minimum, with each gesture calculated to indicate the mood at every stage. Although her colour work can tend to become monotonous, Zwerger provides other illustrators with a salutary lesson on the positive use of space.

Finally, a tale to end all tales, one of the finest and saddest – in Andersen's repertoire, combining all the anguish and despair of unrequited love with some of his most beautiful description, especially of life under the sea. The latest version of *The Little Mermaid* (Methuen £5.95), pictured by Leszko Gal, bears a masterly retelling, by Margaret Crawford Maloney, that brings tears to the eyes, matched by scenes of the loveliest semi-transparent quality in muted pastel hues. The evocative depiction of waves, foam and spray, and sensitive colour gradation, together with the graceful page design, help to sustain and enhance the emotional power of the narrator's word.

Tessa Rose Chester

Where the money comes from

A Guide to the British Financial System. By Roger Brown.

A Guide to Monetary Policy. By Roger Brown.

A Guide to the International Financial System. By M J Pratt. Schools and Colleges may order 20 free copies of each booklet; subsequent copies are £1 each. Normal price £3.50 each, inclusive of postage from Bank of Information Service, 10 Lombard Street, London EC3V 9AT.

These three booklets provide clear, authoritative treatment of important topics on the A level economics syllabus. Much of the descriptive detail

(such as "dropback issues" in the Eurobond market) is unnecessary for such courses, but the theoretical analysis is carefully explained, and should be comprehensible to the average A level student. However, because the presentation and style resembles a government publication (numbered paragraphs for example), most of the vitriolic controversy surrounding monetary policy is lost, and disagreements reduced to anodyne lists.

Roger Brown states "controlling the money supply is not an easy business". This understatement might be contrasted with Galbraith's dictum that "the debate over what should be counted as money is 'between people

who do not know and people who do not know that they do not know". A larger dose of scepticism might have reflected more accurately the consensus among economists. Arguments about the likely effectiveness of present policies are relegated to footnotes and appendices. A table setting out the monetary targets for the last eight years provides the target growth rates but omits the figures for overshooting which would enable students to assess the effectiveness of the policy. Apart from these minor criticisms, Brown and Pratt are strongly recommended as course companions.

David Whitehead

Britannia

Area Studies: *The British Isles*. By Neil Punnett and Peter Welber. Basil Blackwell £4.25. 0 631 91430 7. *Fundamental Geography of the British Isles*. Revised edition. By W G Moore. Hulton £3.60. 0 7175 1884 6. *British Isles*. Second Edition. By Brian Nixon. University Tutorial Press £4.50. 0 7231 0862 5.

These four textbooks are rivals in the highly competitive CSE/O level market. Waugh and Nixon take the systematic path, covering all the major themes such as population, agriculture and industry. Moore's *Fundamental Geography of the British Isles*, by contrast, is a revision of a traditional regional geography while Punnett and Welber have a foot in both camps, devoting half their text to systematic geography and the other to the regions.

All are well-illustrated with maps, diagrams and photographs and in illustrative density there is little to choose between them. However, the recently published books from Nelson and Basil Blackwell score useful points with their full-colour illustrations on alternate openings. Three books have the large page, two-column format while Nixon's *British Isles* has less appealing smaller pages with single column text but many more pages to compensate; page length, of course, is no guide to quality or even quantity. Waugh's *The British Isles* may be only half the size of Punnett and Welber's but makes up for this with the use of a smaller typeface and a more concentrated text.

Indeed, Waugh has been well served by Nelson and his book has a neat, attractive page-layout and excellent colour. The coverage of British geography is somewhat idiosyncratic,

however, with a selection of in-depth themes, models and sample studies under more general chapter headings such as Farming and Change, Transport, Shopping and Competition for Land. The detailed text and the profusion of statistics, tables, graphs and diagrams are a double-edged sword, since some pupils of average ability, since this complex, concept-oriented book makes few concessions to the weaker pupil.

It is difficult to identify what is intended by the double-spread on page 122 with its bold heading "Government aid" (in the chapter "Political Decisions"). It would be nice to report that this was the same hot air, which is all the education service seems to get these days, but closer scrutiny suggests a spectacular misprint. At the very least, however, this is an excellent source book of ideas and information and would be doubly so if only the publishers had insisted on an index.

The other completely new geography of the British Isles (by Punnett and Welber) is more approachable and almost as attractive. There is a theme index as well as a place index and an ingenious research device on each double-spread cross-referring to other related sections of the book. This is particularly important in a text which devotes about half its 224 pages to systematic geography and half to a survey of selected regions.

Yet the regional coverage will annoy teachers in many parts of the country, since the choice of region is arbitrary and selective and far from comprehensive. There is nothing on the East Midlands nor on the Weald, for instance, and even within a region, such as East Anglia, there are big gaps. There is no indication of the importance of Waugh's *The British Isles* may be only half the size of Punnett and Welber's but makes up for this with the use of a smaller typeface and a more concentrated text.

Philip Sauvahn

Map-out

Bartholomew Paperback World Atlas. J Bartholomew & Son Ltd £2.75. 0 7028 0700 1.

Collins Concise Atlas of the World. Collins £7.95. 0 03 47488 9. *Your World Atlas: Midlands* 0 333 36038 9; *North East England* 36039 7; *North West England* 36040 0; *South East England* 36041 9; *South Wales* 36042 7; *Scotland* 36043 5; *Wales* 36044 3. Macmillan £1.40 each. *Map Reading and Local Studies in Colour*. By A P Pullager and H E Virgo. Hodder & Stoughton £2.95. 0 340 35144 6.

Under the slogan "You too can own the World" Bartholomew have produced a traditional physical atlas covering regions of the world in some 31 maps. The maps are mostly at scales of 1 in 5, 15 or 20 million on a format just larger than A4 size and there are some 12,000 place names. Typographic clarity, apart from in a few areas over 2000 metres in height where the layer tinting makes reading difficult, is good and in some cases – such as the map of Great Britain and Ireland – outstandingly so. At £2.75 it is clearly good value for money.

Collins Concise Atlas is altogether in a different league. It is made up of three sections, the first being a visual and textual geography of the world. Many atlases now take advantage of modern colour printing techniques and graphic design to produce thematic information, often with dramatic impact. The *Concise Atlas* is perhaps a little less dramatic than some, the quality of printing a little less sharp, but the effect is good and both graphics and text hold one's interest.

The atlas section contains some 96 pages of physical maps at scales generally larger than those found in the *Bartholomew*. With 30,000 names to reproduce, some inevitably are a little hard to read against a darker coloured background. On the map of Australia, for example, every name stands out clearly and boldly whereas on the previous page some places in New Zealand are really hard to decipher. The problem is one which many atlas

designers have failed fully to overcome.

Section three of the *Collins Concise Atlas* contains statistical data and a gazetteer. Useful information is given on the physical data of the world, political information such as who belongs to the Organisation of African Unity or the Organisation of American States and the form of government, main languages and currencies of the individual nations. The index of place names is particularly clear and concise. Every attempt appears to have been made to bring the information up to date. At £7.95 it too is good value for money.

Your World Atlas from Macmillan Education is a series of regional atlases with accompanying wallcharts for the younger reader. The only major difference between the seven atlases which cover Great Britain is that for each region there are four special pages of maps, one covering towns and communications, one physical features, one places of interest and one land use. There are also two special pages of photographs showing particular places of interest within the region. The remaining pages are common to all atlases and provide a simple picture in maps and photographs of the rest of the world.

The items of specific regional interest cover such limited areas that it is a pity that they could not all be included in one atlas. Half the fun of an atlas is to look at what other places are like and unless you happen to live right in the middle of one of the regions, the information and cover provided will be disappointing. Someone who lives in Manchester or Huddersfield will really want both the atlas of the North-East and of the North-West and that means duplicating eighty per cent of the material. Someone living in parts of East Anglia, such as Norwich, will not be pleased as that part of the country is not covered at all. Even if the price were slightly higher, a combined atlas would be more useful.

Map Reading and Local Studies is a fully revised edition of a work first published in 1967. All the illustrations and photographs are now in full colour, and the relevant maps have been brought up to date. Overall this is a pleasing and useful publication and this third edition is to be commended.

P F Dale

The musicians took their bow. Not to a huge audience on one of the world's great concert stages they were used to, and not to a full house in evening dress rushing off to late champagne suppers.

They weren't brought back for curtain call after curtain call. Yet they had to play on for the audience far more than those others who cheer and clap and bring the house down. These sat transfixed in timelessness, lost to move, unwilling for it to be over.

The stage was Ashgate Croft special school hall in Chesterfield, and the audience were severely handicapped children. They hadn't sat through a school concert, but had taken part in a world of sound with professional musicians. They had been at the centre of a dialogue in words and music, playing, singing, listening - to instruments they had only seen before on television.

Pete Buckoke, double-bass player with Kent Opera and several of London's high brow ensembles, had carried his bulky case into the middle of the room. "What's this?" he asked the children. "A guitar" they answered confidently. They helped him get it out of the case and he started to play the huge bass like a guitar, but it didn't look quite right. "What else do I need?" he asked. "A twiddling stick" one shouted. "A bow and arrow" cried another. "What's this?" said Pete brandishing his bow. "A billiard cue" shouted a small boy.

"Can you guess what animal this is?" said Pete and played deep and low from "Carminal of the Animals" by Saint-Saëns. "A snake?" "No, an elephant" they were all excited now and clapping. "I enjoyed that" said Richard McNicol, sitting on a stool at one side. Do you think I play something as well? "Yes, yes" they cried. "What's inside my brown bag?" Little Sean unhooked it and pulled out a black bag. "What's inside this?" asked Richard McNicol. "Another black bag" they said, thinking it was a sophisticated version of pass the parcel. But Sean was taking out the shining flute.

"What am I going to do?" asked Richard. "Blow it" came the reply. So he blew down the wrong end. "No, the other end!" So he blew down the other end. "No, from the side" shouted Johnathan. "Shall we be really quiet and I'll play something?" said the flute player. And there was absolute silence as he played and I understood why



Pete Buckoke and a pupil

Musical treats

by Jane Last

Richard McNicol had been described as a piper.

He split them into three groups to perform a musical illustration of his story, which they staged after a ten minute rehearsal. "A little boy was walking home through dark woods" narrated Richard. The first group created an eerie dark night with the squeaking of flying bats, the whistle of the wind and howling of an owl. One boy played the xylophone, another

played a brush on the cymbals, all to a deep dirge by Pete Buckoke on the bass.

"It was cold and he was shivering" continued Richard, a small girl now sitting firmly on his knee. The second group shivered with their chime bars, maracas and hisses. "His mother marched off into the wood to look for him." Group three leapt up after Alan Gout playing "The Old Grand Duke of York" on his trombone, marching

round the room with drums and claves. The story went on, the musicians and the children played their parts, bringing it all to life.

Richard McNicol was a flautist with the London Philharmonic Orchestra when he was a young man. He is not merely to bring music to children of all abilities, but to involve them in creative music-making and performance. Richard McNicol wants to make classical and modern music more approachable, to dispel the mystery surrounding professional music-making and to provide a creative stimulus for teachers, musical and non-musical, in the classroom. His projects can last a whole term, using one of Britain's top orchestras, or just one day with a few players in school.

This season his work will involve the Halle, the Royal Philharmonic, the Scottish National Orchestra, the Liverpool Philharmonic and the London Sinfonietta with schools throughout the country.

Past projects include children from 12 special schools in Nottinghamshire creating and performing the music to illustrate Roald Dahl's *The Enormous Crocodile*. In Southampton he integrated one secondary special school with mainstream junior schools in a desert island shipwreck. 750 children took part in the final performance in Southampton's Guildhall, each school performing their experience - savage dances, loneliness, jungle noises - interspersed with the orchestral music of the Bourne-mouth Sinfonietta.

The next group of children, from the Dronfield Hospital School, were some of the most profoundly handicapped in Derbyshire. Richard McNicol knelt in front of a young girl crying and played "Swing Low Sweet Chariot" on his flute and she began to smile. Ian, 17, who is blind and deaf suddenly caught the high note of the flute and raised his head searching wildly for the sound. Alan Gout, associate conductor of the London City Ballet and musical director of BBC's *Play School*, stood in front of him with his trombone and played "The Shadow of Your Smile". Ian rose and looked forward towards the music.

"Audience" said he has no meaningful hearing" said Miss Ann Szuker, acting head. But he stood trying to reach inside the trombone and envelop its resonance in his arms. "If you give these children the proper stimulus they will react, they will develop" said Mrs Pat Kirbyshaw, their teacher. "If they are just sitting

around in hospitals as they used to, they won't."

Mr John Hudson, country music adviser, has always been in favour of bringing professional musicians into schools. "It is of great value to children who can relate to children and are prepared to spend time with them. I have seen Richard McNicol quite extraordinary things from children. He brought the music of the English Sinfonia into one school and he told the children to sit quietly. They played Bach's "Air on a G String" with the repeat, and I expected the children to fidget after the first eight bars. But they sat absolutely still throughout."

After lunch 10 children with emotional and behaviour problems from the Frank Merfield Special School created a story in sound in a tropical rain forest. Some tapped chim chim chim rain dripped off the trees, top cranked, three children blew exotic birdsong on small instruments, the others roared on the double-bass and the hunters shot at it with a slingshot. One excessively withdrawn girl forgot herself and eagerly put her hand up for one of the instruments.

At the end Richard McNicol said his flute pre-emptively in his back pocket and walked off. "No, no!" shouted the children and, as they made him take it apart and put it away properly in its case, one realised again the immediate rapport he establishes with them. But each performance, with its slapstick humour, banter between the trio and the children and in serious music, is exhausting. The fourth of the day was with 60 SEN children from Ashgate Croft.

Richard McNicol has toured the world with the London Philharmonic. This summer he conducted the London Symphony Orchestra in two concerts at the Barbican, and the end players of the Ulster Orchestra in the Belfast Festival. Yet it is the response of the children he values. "When a handicapped person achieves something, he achieves a hell of a lot. I love their spontaneity and unexpectedness. They are the only people you come across who show sheer joy - without and but."

"They thought Ian was totally deaf until today," he said thoughtfully. "You know, I've played in some appalling concerts, where the conductor got completely lost, and I still brought the house down and the audience went mad cheering. I prefer to be involved with these children."

notes

bears a sign unique in the V & A: "Please Touch". A constant stream of youngsters manoeuvre balls of paper, plastic pens and battered pieces of chocolate with the arm's grippers.

Nearly a more expensive IBM 7535 Scara robot bears the sign "Please do not touch". The Scara, an acronym for "Selective Compliance" Automatic Robot Arm, is a modern industrial robot. It hisses and sways like a mechanical python, assembling electronic modules on a printed circuit board. The work is simulated on a VDU connected to an IBM personal computer.

You may be approached by a small droid which looks as if it belongs in *Star Wars*. It will stop, scrutinize you with the "eye" on its arm, and pronounce "There's something in my way. If you move, it will continue on its way; otherwise, adhering to Asimov's first law of robotics, it will go round you. It is Hero 2, the first mass-produced personal robot. It has an arm with a gripper hand, sound and light sensors, a keypad, teaching pendant and its own on-board computer. Hero 2 is followed around by RR, a relative of R2D2. It waves its arms and chats to anyone who will listen.

Behind the curtaining cyborgs four promotional videos, including the wonderful *Handmade by Robots* advert for Fiat cars, are showing.

The exhibition explores the historical fear we have of machines like men. The Frankenstein was written at the time of the Luddite riots, and in modern robots are called "university transfer devices" to avoid unrest on the shop-floor.

The mythical and technical aspects of robots are well contrasted. The exhibition is suitable for top junior and secondary children and makes an invaluable addition to the history of computing and robotics.

Anthony Ginn

for 10 or £1.00 singly. Available from MUSE Publications, PO Box 43, H4, HUI 2HD.

AFRICAN PROJECT
The British Leprosy Relief Association has produced a pack from schools on Malawi, Central Africa. The Project, they say, "turns the junior and middle school teacher with information and visual aids required for a first study of developing country." Subjects covered include climate, communications, homes and families, employment and hobbies, education, food and health. Materials are a full colour map, pictures, a poster and text.

The pack costs £3.00 inclusive of postage and packing and is available from LEPPA, Fairfax House, Causton Road, Colchester, CO1 1PU.



AFRICAN TELEVISION
As part of its major focus on Commonwealth Africa, the Commonwealth Institute is organising a three-day conference on the development of television in that continent.

The conference will run from November 28-30. Further information from the Commonwealth Institute.

Under the skin

by Judith Mirzoeff



Nerve fibres

The Living Body
Channel 4
6.30 pm on Wednesdays

The Living Body must be the most expensive educational TV series ever made, with producer Goldcrest bidding for more awards. An impressive range of techniques and locations is used to portray the workings of the human machine, inside and out. The first programme, "Landscapes and Interiors", acted as a taster for the whole series. It showed an array of physical achievements from ski-racing to extreme contortionism, but was unfortunate in following the summer's overkill on the Olympic Games. Can there be anything left to say about athletic perfection to a world surfeited with the ghastly glamour of synchronized swimming? The activity was set to a disco beat, with all the shallow glitter of a soft drinks commercial.

A variety of magnification techniques showed that close up, a shoulder could easily be a buttock and we all look much the same under the microscope. An internal trip through the digestive system promised some uncomfortable findings later in the series. The wonder of it all was enhanced by a *Guinness Book of Records* approach - 4 kilos of skin, 60,000 kilometres of blood vessels, 30 million million cells. The composite effect was simultaneous amazement and boredom.

The second programme, "Skin Deep", embarked on the detail of human physiology by examining the sense organs of the skin. The most impressive technical device was a working model of the epidermis with nerve endings which lit up to illustrate the six different types of touch detector. It was not always easy to distinguish between "real" pictures using new methods of magnification and computer simulation, and perhaps it doesn't matter. The new kind of X-ray which showed both flesh and bone could have been substituted by a drawing with

equal effect. In any case, the pictures raised more questions than the commentary answered, for the non-specialist at least.

I am less happy with the dramatic sequence devised to illustrate the senses of touch, smell, taste and pain. A nice middle class couple with hangers-on improbably remain asleep in bed while their children break china, burn sausages and generally create mayhem while making them breakfast. Parents then pretend to eat the revolting mess instead of hawling the kids out for being dangerous, wasteful and noisy. You can't have physiology at the expense of psychology and personality. I hope *The Living Body* is not going to ignore the mind.

SCHOOL RADIO
Newscast
Thursdays, 2.40-3.00 pm.

BBC School Radio's new series on current affairs for sixth formers has signalled its area of concern by launching itself neatly on time for the party conferences. "Current affairs" here basically means parliamentary politics, with a few forays into industry, international relations, and so on. And to discuss the issues, we get the familiar range of talking heads (though the heads are invisible) - Clement Freud, Bruce Kent, et al; gently interviewed by presenters, or slightly more energetically prodded by some very polite and well-informed teenagers.

And where did the BBC find these teenagers? Middle class through and through, and tending to share with the politicians an alarming ability to treat terrifyingly huge issues as debating

Current affairs

fodder, they are also like the politicians in being strikingly unlike most of the rest of us; not many sixth forms, even, contain such well-informed and traditionally well-expressed opinions. Surely the series could have gone further in trying to connect British public life with the actual concerns and interests of 16 to 19-year-olds?

The series is still finding its feet, of course, and there is room for considerable change over the coming weeks. Those responsible might consider shifting focus away from items which are really very little different from adult current affairs, and towards

themes that have as yet been only lightly touched on: how do the young people feel about the sort of answers they are getting? How do they relate to politicians' eloquence and chop-logic? More deeply, how do they rate the political structures whereby this society is run?

So far, these points have been raised only very briefly, and obscured rather by the debt but irritating editing procedures, which make everyone sound inhumanly fast in debate! Maybe once the party conferences are out of the way, *Newscast* will broaden its base. The format is to spend alternate programmes on sixth-formers questioning public figures, and on studio-based investigations of a few topical issues. Teachers may like to know that the first two evenings of *General Studies*, on October 29th and 30th, will rebroadcast early *Newscast* programmes.

Nick Thomas

Cue to scramble

by Hugh David

CHILDREN'S TELEVISION
Scramble
TV, Monday, 2.30-3.30pm, Granada area only.

Radio and television have yet to come to terms with the unemployed. They are still regarded largely as statistics, figures and columns on graphs which are flashed up on the news whenever a new set of employment figures is announced. Although it is tacitly admitted that they do significantly swell the number of people watching daytime television, unless they live in the North-West it is assumed that an undemanding diet of *Pebble Mill* at One and *The Young Doctors* is all they want.

The young unemployed are particularly badly served. Despite any number of documentaries and *World in Action* reports on their plight, until *Scramble* came along they were ironically best served by television drama. It was considered bold and adventurous a couple of years ago when, after he had failed his CSEs the BBC gave *Grange Hill* heart-throb Tucker Jenkins his own series *Eyebrows* are still occasionally raised at the idea of *Tucker's Luck*, the drama series for young people in which all the main characters are fairly happily unemployed. It is as if it might give the wrong idea to any children watching.

Tactfully the school television series *Going to Work* has been less deterministically retitled *Job Bank*, but otherwise all the BBC will say to the idea of an ETV series for the young unemployed is that something is planned for the beginning of 1986. There do not seem to be plans for anything radically different on daytime television either.

On radio the outlook is rather better. *Making Work*, the down-to-earth series for YTS trainees first broadcast this summer is to be repeated in March and followed by a new series next July. Called *Using Unemployment*, this will be equally practical, according to producer Graham Taylor, full of street-wise advice about picking up new skills, living for free and making the most of "enforced leisure".

Inevitably, though, it will be descriptive, helping listeners to help themselves rather than reaching out a hand itself which is the aim of *Scramble*, the revolutionary experiment in interventionist television currently being run by Granada on its own patch in the North-West.

There are about half a million

unemployed in Grampianland and the programmes, broadcast live from Liverpool on Monday afternoons, have the simple aim of helping them "turn talent into hard cash". On one level they are already doing this by such simple expedients as paying £10 for the best topical jokes submitted by viewers, giving £50 to the "Bunker of the Week", arranging for the publication of short stories by new writers, providing a showcase for local artists and even broadcasting racing tips.

But producer Jim Walker points out that *Scramble* is not just a launching pad for new talent. One of the principal aims of the 30-week series is to alert the jobless to the opportunities which already exist for helping them to start up in business on their own. "Here is a chance for everyone from singers, joiners, dancers and carpenters, to jugglers, window-cleaners and potential preachers to get off the dole and, hopefully, employ other people," he says.

The programmes are full of advice on how they can get their hands on some of the Government cash available to those who want to become self-employed. "We are doing everything we can to get hundreds of men off the North West's dole queues and into the current 'double your dole' schemes. *Scramble* will even help arrange the necessary £1,000 guarantee. Walker goes on. Granada are themselves putting up a £500 prize for the best money-making idea submitted to the programme.

For those who have the ideas (and, where necessary, the appropriate qualifications) *Scramble* is also paying the tuition fees for 12 business courses at Ruskin College, Oxford, the Co-Op College, Loughborough and the Open University. Although the series has only been running a month, applications for those already pouring in.

The strength of the series is its local focus: it simply wouldn't work as a nationally networked show. Viewers phone in continually during the programmes; some just to consult its resident psychologist or panel of debt, drug and marriage guidance counselors, a considerable number of others to ask for volunteer labour or even offer jobs. There is a lot of parish pump stuff too (the WRVS looking for men's clothing, some pensioners who need electric fires) but in the words of Steve Kelly, one of its researchers, *Scramble* does demonstrate Granada's commitment to its own area: "You know, they're actually getting up and doing something".

Continuing education

MATHEMATICAL THINKING
(Sunday, 9.10 BBC1)
Aims to show primary and secondary teachers how to implement the Cockcroft report.

L-DRIVER
(Sunday, 10.30 BBC1)
Six programmes on understanding the words and structures used by driving instructors and examiners. Intended for and featuring learner drivers whose first language is not English.

Youth Training Scheme

16 UP GOES YTS
(Monday-Thursday, BBC2)
A critical look at YTS being shown over three days, showing the experiences of trainees during the scheme's first year. (See page 17).

4. Television Programme Recording

Titles Available for Week Commencing Sunday 14 October 1984.

Wednesday October 17	20.30 Diverse Reports fee code B
Thursday October 18	22.55 Blood of the British: Who were the English fee code B
Friday October 19	19.30 Right To Reply fee code A
20.00 A Week in Politics fee code B	
22.30 Food For Thought: Planning For a Better Diet fee code Z	

Please note that fee code Z - Free - applies to all programmes less are payable on their own.

For More Information Contact:
TV Recording Licence Dept.
GUILD LEARNING
Guild House, Peterborough PE2 9PZ.
Telephone (0733) 83122

Robotic event



Robot man made from Meccano

Robots
Bollerhouse Project, Victoria & Albert Museum, Cromwell Road, London SW7 2RL (tel: 01-581 5273)
Open Monday - Thursday, Saturday 10.00-5.30. Admission free.

Hidden deep in the basement of the Victoria and Albert Museum, beneath renaissance crucifixes and headless Rodins, an army of machines are clanking, hooting, whirling and speaking. Robots have taken over the Bollerhouse.

The Bollerhouse, temporary home of the Conran Foundation, is hosting an exhibition of robots until October 25. The exhibition covers toys, film, myth, fact and industry. Six television shows extracts from Fritz Lang's masterpiece *Metropolis* (1926), the original *Back Rogers in the 21st Century* (1939), *Mystery Men* (1953) and the modern Japanese cartoon *Techno Police*.

Three collections of robotic toys include everything from the Mechanical Meccano Man of the 1940's, a jumping Robo-Rocket of the 1950's, familiar Daleks from the 1960s, to today's Transformers and Robomachines.

A Silver Reed ARX robotic arm stands waiting to demonstrate its typing ability. Press the button and it operates a BBC computer, which in turn operates a typewriter and printer. Around the corner is the punched paste-board that started it all: the world's first software. In 1728 this cardboard ancestor of the floppy disc controlled a Joseph Jacquard loom. Next to the loom is a prototype of the first computer, Charles Babbage's Difference Engine. Because of technological limitations it never fulfilled the Victorian mathematicians' hopes as an automatic calculating machine.

The lineage of the modern computer continues with a punch-card calculator of the 1920's and the first electronic data storage system, magnetic delay lines of the 1950's.

A display of four small robotic arms

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Polytechnics

Other Appointments

University Appointments

Research

Fellowships

Colleges of Higher Education

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The National Film Theatre shows well over 1700 different films a year. Many of them are now on video. The British Film Institute's Video Club is ideal for members who want their own copy of their favourite films. All the films available from the Club are classic films in their own right — some just released, other from the earliest days of the cinema; some subtitled; in colour or black and white — just as you saw them on the large screen.

How to Join

Complete the membership application form below. Once you have become a member you will receive your membership number, current catalogue and order form. You will also receive regular details of new releases and offers to members.

How to Order

To order the video titles you require from the Catalogue simply complete the order form and send it with the correct payment. You will normally receive your tapes within 28 days from receipt of order plus a new order form. (PAL system tapes can be supplied to overseas members.) The Catalogue is available to non-members price £1.50.

Search and Find

If there is a particular film that you know to be available on video but that is not listed in our Catalogue, send us full details together with a stamped-addressed envelope and we'll let you know the current price to members.

MEMBERSHIP APPLICATION FORM

PLEASE USE BLOCK LETTERS AND TICK APPROPRIATE BOXES

I wish to join the BFI Video Club. I am over 18.

☐ UK Membership
My BFI membership number is _____ I enclose annual membership fee of £7.50.

☐ I am not a member of the BFI. I enclose annual membership fee of £15.00.

☐ Non-UK Membership
My BFI membership number is _____ I enclose annual membership fee of £15.00.

☐ I am not a member of the BFI. I enclose annual membership fee of £25.00.

Name _____ (Mr/Ms/Ms)

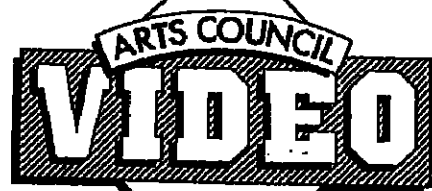
Address _____

Post Code _____ Tel _____

Signature _____ Date _____

Cheques or postal orders for membership fee and video orders should be made payable to BFI Video Club and sent to BFI Video Club, PO Box 100, Marlow, Bucks.

Telephone: 0923 777730. (0388)



PURCHASE

Over 130 documentaries on the arts now available for purchase on video cassette in all formats for educational use only. Full details contact Arts Council Video, Concord Film Council, 201 Felicitous Road, Ipswich, IP3 9BJ Suffolk Telephone Ipswich 716764

RENTALS

Over 250 documentaries also available for hire on 16mm and video cassette. For free catalogue and booking information contact The Film Librarian, Arts Council of Great Britain, 105 Piccadilly, London W1V 0AU Telephone 01 529-9495

VIDEO ACCESS LIBRARIES

View all of the Arts Council films on video cassette at the ICA Cinematheque in London, Arncliffe in Bristol, Tyneville Cinema in Newcastle and the Midland Group in Nottingham.

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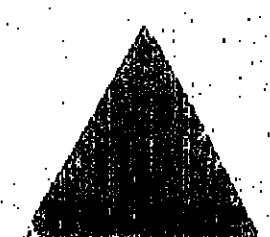
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EXTRA



No child's play

Ernest Choat, Harry Griffin and Dorothy Hobart discover an acute shortage of video recorders in small infants' and nursery schools

During the past few years there has been a large growth in the number of teachers who have access to a video recorder in school. At the last Educational Television Association conference, a speaker representing the broadcasters estimated that virtually all secondary schools and 42 per cent of primary schools had at least one video recorder.

Unfortunately, the primary school figure was not broken down into types of schools. Many of the video recorders will be in the larger junior and junior mixed and infants' schools. In the smaller infants' schools and nursery schools the number would probably be about 20 per cent.

Many teachers of young children would welcome video recording facilities in order to improve the efficiency of children's learning. However, in practice many video recorders are simply used as a means of fitting educational television programmes more conveniently into the timetable. Teachers only occasionally record and retain programmes which they particularly like and which are no longer going to be transmitted off-air.

While such restricted use of the video recorder may be justified in a fairly large school, it is doubtful whether this use of expensive equipment is worth while in small or medium-sized junior mixed and infants' schools and nursery schools.

A few teachers are beginning to consider how video can be exploited to enhance their teaching in a more far-reaching and creative way. According to the survey which we carried out last autumn term, when we compared the use of educational television by over 250 nursery and infants' school teachers from all parts of England and Wales, almost all teachers selected a series, and often more than one series, and continued to use the programmes until the end of term.

Programmes were prepared and followed up using the material available from the broadcasters. When this fitted in well with the work in school they took advantage of it and sometimes, as in the case of the Robinson Crusoe programmes on *Watch*, much of the work was planned around the broadcasts. This procedure differed only slightly between schools with and without video recorders.

We also discovered that 33 per cent of nursery and infants' school children watching television would be joined with children from another class. Moreover, the percentage rose to 52 with language programmes, irrespective of the fact that 18 per cent of the teachers were using video recorders.

There may be justifiable reasons for more than one class viewing a programme. Facilities are restricted when a school has only one television receiver and one aerial point, as is the case with most nursery and infants' schools. Most programmes are transmitted twice a week and doubling up is inevitable if more than two teachers wish to take the same series off-air.

There could be insufficient television viewing slots available on the timetable to fit in each class individually if each teacher in a large school intends to use one or two series each week. To state, as some teachers did, that staff have the chance to discuss the same programme, the programme is appropriate to all the children's needs, and there is a large colour television

set in a room that will accommodate all the children are not sound educational reasons for 70 children to watch a programme together.

The immediate response is that a video recorder would obviate some of these problems and enable class and even group viewing for those children to whom a broadcast is relevant, but the situation is not so easily remedied. Only five teachers stated that they intended to have groups of children watching broadcasts, and only one of them had a video recorder.

Teachers will protest that there are no other staff available to take the remainder of the children for them to view with a group. One teacher explained: "In a school with eight classes and only one television, you don't get much choice about when you are going to use television."

'Government finance can be found to assist with the development of microcomputers in primary schools. Video recorders are also part of the information technology revolution and similar assistance should be provided.'

There are problems even when a nursery or infants' school does have a video recorder. Times must be set aside for recording programmes, so the video recorder is not available for playback during these periods. Someone in the school must supervise the recording schedule and catalogue tapes. Teachers may of necessity be allocated certain times when they can use the video recorder rather than having it available for playback when particular extracts are required. It is not surprising, therefore, that teachers play back entire programmes rather than select extracts when appropriate.

Nursery and infants' schools must be suitably equipped with sufficient resources before the possibilities offered by educational television can be fully exploited, and this means the provision of more than one television monitor and video recorder.

Educational television becomes a different proposition when a teacher has free access to the use of a video recorder. She has the opportunity to preview programmes to select which parts are applicable to those children who will view, have prior knowledge of any aspect which may need to be clarified, be aware of which elements she has to interpret, and be prepared for vocabulary that may present difficulties to the children.

In other words, the teacher is controlling what the television is providing rather than being obedient to what an off-air broadcast dictates. This implies that television is supplementing her teaching — she is using it in the way and through the means that she feels will enhance children's learning with a completely different approach, than practised with off-air transmissions. Nursery and infants' schools do not have a generous population allowance

and will need funds if they are to buy an adequate supply of commercially-produced tapes. Recording school broadcasts on blank tapes is a much cheaper proposition, providing the broadcasts are up to the quality required.

Consequently, with full video facilities nursery and infants' schools could build up a library of videotapes from all the series available, select programmes and extracts according to children's needs and integrate them into their normal teaching. Many of the sample teachers did not do this. They pointed out that they had very little free time available, no technical assistance and insufficient funds.

These problems might be alleviated if teachers could borrow videotapes from audio-visual or teachers' centres in the same way they can obtain filmstrips, pictures and audio tapes. While some local education authorities do provide a video service at present, the service needs to be extended. While advantages can be obtained by incorporating video recorders into the curriculum, the effectiveness of teachers also can be enhanced with in-stop-start, freeze-frame, review and preview facilities that are supplied in a recent *TES* article (April 20). The *Hulton* of the Open University pointed out the advantages of video recorders over conventional broadcasting.

He stated: "The use of cassette recorders revealed the weakness of broadcast television. In comparison, cassettes, broadcasts are captured, cannot be interrupted or stopped, are transmitted at fixed times, are independent of time, and can be used for information in terms of the time and able for processing. Cassettes on the other hand can be used whenever convenient and appropriate, can be stopped while activities and discussions take place, can be reviewed segment by segment as appropriate and can be structured in a much wider variety of ways than broadcast. Cassettes give teachers and learners greater control, and can be used for mastery learning, reflection, and individual learning. To summarise, broadcasting is a weak instructional medium in comparison."

Tony Bates had adults and children in mind and some of the advantages such as individual learning require more sophisticated equipment and more specialized programmes than are at present available to nursery and infants' schools, but much of what he says is applicable to the teaching of young children.

However, this still leaves the problem that these schools are short of money, equipment and technical staff that is necessary for using television effectively. Teachers with little or no available time being asked to use their teaching in various ways. They receive little or no help in the effective use of television in initial training or in-service education. More time and thought needs to be given by local authorities, inspectors, head teachers and advisers if any progress is to be made. At present there is little money available for the development of microcomputers in primary schools. Video recorders are also part of the information technology revolution and similar assistance should be provided.

EXTRA



Let's make a video FESTIVAL

To celebrate its 20th anniversary this week, the 'Let's Make a Film' Festival will show videos for the first time. Gillian Macdonald saw a preview



The 'Let's Make a Film' Festival is 20 years old. Tomorrow it celebrates its anniversary by opening its doors to young video producers for the first time; up until now the biennial programme has only celebrated the film work of children throughout the United Kingdom. So perhaps this is the moment to stop and take stock of what the festival has achieved, how useful it is, and whether its approach is fundamentally right.

The festival started in 1964 at the Mahatma Gandhi hall in Marylebone, London. It was the brainchild of David Fairbanks, the cultural officer for CDS Co-operative Retail Services. The idea behind it is basically a socialist one, he says: a hundred years ago the Co-op tried to encourage reading and writing among its members, today the modern means of communication are the media, so it tries to encourage the young to understand and use film and now video.

In that first year of the festival, when BBC2 was just starting up, Channel 4 was unheard of, and video and computers were not household items, there were seven entries. Two were not considered worthy of being shown, but there were so few that the panel had no choice but to show all of them. Twenty years, and numerous cable and video bills later, the festival at the National Film Theatre can run two simultaneous programmes from 1.30 in the afternoon till 7.00 in the evening, one with two sessions of film, the other three sessions of video. Three hundred schools and workshops applied, 86 entered (down partly because of industrial disputes at the schools), about 39 films and 47 videos. The standard, according to David Fairbanks, is impressively better. According to his critics, it still leaves a lot to be desired.

Hearing and seeing David Fairbanks talk would inspire anyone to go along on Saturday. All the children, from primary through to top secondary, will be there to watch their own productions and the work of their friends. They will, he tells me, sit "quiet as mice" throughout each film and disturb the atmosphere only with a wild burst of applause at the end. As he talks about it his own eyes light up with obvious fondness for the young people and enthusiasm for the festival. If it weren't for this wholehearted commitment to the event with its morass of organization and liaising would surely have petered out long ago.

It is important to him, and he says, to the children, that this is not a competition. Everyone is encouraged to participate as leaflets go out to each school in the UK, and the works of seven-year-olds, 18-year-olds and handicapped children are shown side by side. There is no prize at the end of the day, but the Co-op covers the cost of materials, and after the adjudications with, hopefully, helpful comments and, interestingly, marks out of 10, every child should go away with a certificate of merit. It is rewarding for

some of the children, but perhaps against the spirit of the festival, that this year three films have been picked out for submission to the International Competition for Young Film Makers which will be held in Paris in 1985. Films and videos which are rejected are returned with suggestions of how they might be improved and encouragement to try again. Some do apparently have better luck a second time.

One video which has been rejected this year is *Body Bias*. The selection panel were inundated with who-dunnits and pop videos, but this was the only "video nasty". According to two of the people who have seen it, it is a very cleverly produced programme which would have had many sitting on the edge of their seats trying to work out how an arm was cut off and where the blood came from. But, although it was produced by the young people themselves and was "technically terrific, a really clever little tape" that showed an understanding of how to handle film, sound effects and trick photography, it wasn't considered suitable for showing to small children.

This highlights one of the problems of the festival, a conflict between the level of skill being sought and the kind of balanced programme which would produce a nice day for the children. One of the constant buggers of video production in schools is the pupils' (and sometimes the teachers') feeling that they should come up with end products that look "like the real thing", what the BBC and ITV producers might make. The result is often an amateurish imitation of something that is far beyond their capabilities.

The most interesting tapes are frequently the most experimental and least imitative. They may not be polished products when they're finished, but they show the children face to face with a "live" camera rather than performing a practised routine; or recording voices and sounds as they happen, letting the video with its own sound facility record what the film camera could not. Too many of the festival videos were using overlaid soundtrack in a way that might just as well have been film; others were over-edited and did not allow the camera time to observe.

If there is good experimental work among the entries, then it was not among the tapes I was able to preview. Having seen some of the work going on in schools, I was disappointed by the actual use of the video medium. As imitations of the professional documentaries and dramas, some of them were both impressive and enjoyable, particularly the computer graphics used for captions. But if you're looking for the more innovative work being done in the schools, you won't find a lot at the festival.

As an educational event, it might be more interesting to change the day's programme and, instead of three video sessions, each presenting a fairly balanced representation of what the whole day is doing, to arrange at least one session for more innovative efforts, a "technical" session which might not attract the very small children. There could in this way have been scope for *Body Bias*.

It is also unfortunate in terms of programming that the video and film sessions do not start at the same time, so you cannot easily go from one session of video to another film, or if you do you will have a one-and-a-half hour interval. According to David Fairbanks this is because of timing problems at the NFT and was unavoidable this year. It is to be hoped it won't always be the case since many people will want to see both film and video.

Introducing video to the festival is a very positive move. The number of film entries was dwindling and the number of children working with video increasing. But the change has not been straightforward. There are the technical problems of showing second-

generation edited tapes on a large screen at the NFT; if the loss of definition is too bad, small monitors will have to be used. There are also the problems of selection. David Fairbanks says the video entries were not so very different from those on cine film. If that is so, it is partly because of the different potential of video, but it also sounds as if the selection panel of teachers, lecturers and advisers was not clear about its criteria for choosing the tapes as opposed to the films.

Along with the introduction of the

new medium is what David Fairbanks calls "new blood" on the panel. Talking to a couple of them, it seems that a small minority was in fact pushing for less traditional and less "finished" works. Some of the more progressive workers on video in schools could in this way form a useful and important part of future selection panels.

The festival has for many years been immensely successful at encouraging and offering a platform for young film producers. It is a national event specifically for school children, youth clubs, and workshops. As such it is in a very

powerful position. But if it is not just intended to encourage a new hobby or to put on a nice day for the children at the NFT, if it is intended to have any great educational value, then the festival organizers must give a clearer lead to the children and teachers in the guidelines they lay down for their entries.

An exhibition of artwork and other visual material used in making the films and videos will be on display in the Lyre Room at the Royal Festival Hall until October 14.



A newly completed video "Win or Lose" produced by the Scottish Health Education Group has been made for educational purposes.

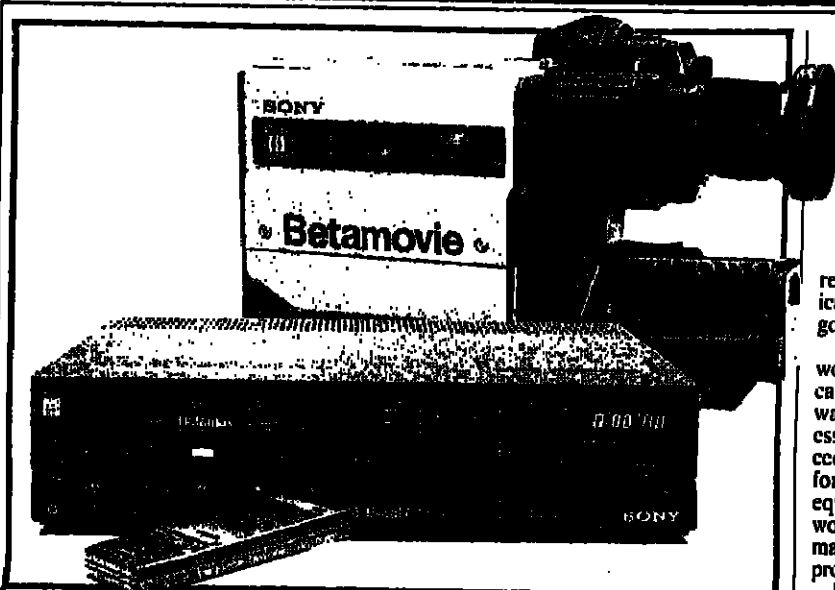
The film captures excerpts from events such as the presentation of the League Championship Trophy for the season 83/84 and the Scottish Cup Final 1984. It also demonstrates the healthy lifestyles of the players in the team, referring to attitudes to smoking, drinking, eating habits, fitness and the discipline accepted by professional footballers.

Copies of the VHS video film may be borrowed free of charge from the Scottish Central Film Library, 74 Victoria Street Crescent, Glasgow G12 9JN, and the Health Education Departments of Health Boards. Copies may also be bought from D.B.F. Television Limited, 27 George Street, Edinburgh EH2 2PA, price £17.50 + VAT.

Be all you can be. Issued by the Scottish Health Education Group. H

HARD FACTS

Barry Fox reports on two major newcomers to the 1984 video market - hi-fi sound and camcorders



Traditionally, domestic video tape has offered poor quality sound, especially in stereo, because the audio tracks are so narrow and the tape runs so slowly past the recording heads. Now a completely new technology has broken the barrier. Schools may reasonably wonder why they should want better sound quality from a video tape recorder. The classroom is no place for hi-fi subtleties. There are in fact good reasons why schools can benefit from the new hi-fi video sound technology.

When the VHS and Beta video formats were launched, they had one main objective. That was to offer at least three hours' playing time from a cassette the size of a paperback book, and at a tape cost of only a few pence an hour. The two formats achieved this by running half-inch tape slowly past rapidly rotating video heads. Every one was so excited by the low cost per hour, and surprisingly good picture quality, that they overlooked the poor sound quality. It was seen as an inevitable by-product.

Although the video signals are recorded by the rapidly rotating heads, the sound is recorded by a fixed head along narrow tracks near the edge of the tape. Split this track in two for stereo and it becomes even narrower. As a general rule, the narrower the tape track, the higher the hiss level, and the slower the tape moves past the stationary recording head, the worse the sound quality.

All the domestic video formats run the tape at around one inch per second. Noise reduction systems, like Dolby, can do something to cut background hiss, but nothing can improve frequency response at that speed. Things get even worse if, as happened recently with the VHS format, some manufacturers offer a long-playing machine which runs the tape at half speed to double the playing time. At that speed, around half an inch per second (or one quarter the tape speed for an ordinary audiocassette), there is also audible wow and flutter on video.

Perhaps even more exciting for schools is the fact that a hi-fi video recorder makes it possible to tape several hours of sound broadcasting from the radio, on a single cassette. No audiocassette recorder, or even reel-to-reel machine, can match this. A video recorder is simply plugged in to a radio tuner and used as if it were an audiocassette recorder. This could reduce some of the problems of night-time broadcasting.

The secret of hi-fi video sound is to record the audio signals along with the video signals, using the rotating video drum. This sounds simple and obvious, but in practice it is difficult to implement. The main snag is that the video heads are already hard put to record colour, and there is no room for extra audio tracks alongside the video tracks on the tape surface.

The European system, now available in the shops as Beta Hi-Fi and VHS Hi-Fi, works on a remarkably clever new technology called depth multiplex recording. The stereo sound is converted into FM and fed to extra heads mounted on the video drum. As the drum rotates, these extra audio

heads record the FM sound signal deep into the tape coating. A split second later the video heads, mounted on the drum just behind the audio heads, sweep over the same path. They erase the top layer of audio, replacing it with high-frequency video. This follows from the natural magnetic phenomenon, whereby low-frequency signals reach deeper down into a tape coating than high-frequency signals. So the result is a two-layer sandwich, video on top, audio below.

To separate the sound and picture signals on playback, they are recorded with heads which are skewed at different angles. The audio heads can only read the audio signals and the video heads can only read video. The result is stereo sound of FM quality, like FM stereo radio.

It is tricky to ensure that the video and audio signals do not interfere with each other so that loud sounds do not disturb the picture and picture movement does not make an audible noise on the soundtrack, but both Beta and VHS formats have cracked this problem. On all the VHS and Beta machines so far demonstrated, there has been no sign of any interference in picture or sound. For anyone used to inadequate sound quality from video, the performance of the new hi-fi machines is quite remarkable. It really is possible to raise the volume level enough to reach a room, or hall, full of pupils, without introducing distortion.

Compatibility with existing machines is of prime importance. For this reason all hi-fi video recorders record the sound in two ways: in FM from the video drum and also along an ordinary edge track using a standard

stationary head. This means that video tape with hi-fi soundtrack will produce hi-fi sound on a hi-fi recorder or ordinary edge-track sound on any other machine.

As well as ensuring compatibility between old and new, this is necessary for another reason. Once the sound has been recorded as FM hi-fi along with the video, it is locked into the two-layer sandwich. It is impossible to erase the hi-fi sound and leave the picture, or vice-versa. So overwriting or replacing sections of soundtrack without touching the picture is impossible. The edge tracks are still needed for this.

By a happy coincidence, the hi-fi FM technology works equally well on half-speed video recorders. So if a school wants to record six or even eight hours of audio on a single cassette, for instance during night-time or weekend transmissions without the involvement of an operator, it can be done by using a half-speed VHS hi-fi machine and a three or four-hour VHS cassette.

Expect a reasonable choice of hi-fi shops before long. Fourteen VHS cassettes are of course already available and these will give eight hours of a half-speed machine.

To record radio sound on a video recorder you must plug a separate radio tuner into the video recorder auxiliary input, because the video recorder tuner only covers the UHF frequencies used for television broadcasting. FM radio is on the VHF band. The logical next move is for video recorder manufacturers to offer a tuner which can be switched between VHF radio and UHF television. The extra component cost would be small.

A camcorder is a combined video recorder and video camera, "integrated" into a single unit. It represents the fulfilment of a dream. Right from the early days of home video some engineers have seen video tape as a long-term replacement for 8mm, and even 16mm, film. But when Philips first launched the N1500 VCR, with its clumsy cassettes and one hour maximum playing time at around £25 an hour, the idea seemed far fetched.

The Philips system died a commercial death, and was replaced by the two Japanese systems, VHS and Beta. Both used a smaller cassette, with longer playing time, and before long battery-powered VHS and Beta recorders were available. When used with a video camera, connected to the recorder by a thick cable, they offered a system which, although hardly "portable", could at least be carried around. Because of the intense rivalry between the Beta and VHS manufacturers, every time one format made a portable which was lighter and smaller than all the rest, the other format manufacturers leaptfrogged it with something even smaller and lighter. Finally they reached what seemed the end of the road. No-one can build a video recorder smaller than the cassette which it uses.

The VHS manufacturers broke the impossible barrier by developing a miniature or "compact" version of the standard VHS cassette; the VHS-C cassette holds a short length of tape and runs in a very small portable, but it is compatible with other VHS equipment. The Beta manufacturers, led by Sony, jumped further ahead and produced a camcorder which takes a standard size Beta cassette.

The world's first camcorder, called Beta Movie, is made by Sony. I first saw a prototype when Sony boss Akio Morita brought it over to England. I could not understand how it was possible to combine a video recorder, camera, and a hi-size Beta cassette into a unit no larger than many domestic video cameras. "Many secrets inside there," said Morita, politely declining my requests to look inside at the mechanical technology.

Soon after, JVC, the company which invented the VHS format, developed Video Movie. This is a camcorder even smaller and lighter than Beta Movie, because it uses the miniature VHS-C cassette. Initially, JVC was secretive about the technology.



by, but now both companies have explained how the apparently impossible was achieved. In the meantime, two other companies, Kodak and Polaroid, have announced their own camcorders to be sold under their brand names. These use different technology again, and narrower tape. VHS and Beta use half inch or 12.5mm tape; Kodak and Polaroid use 8mm tape.

Observers welcome the idea of a new generation of video recorders using 8mm tape (instead of current half-inch or 12.5mm tape) as the key to smaller size. But tape width is largely irrelevant. Using 8mm tape instead of 12.5mm tape only makes the hardware a mere 4mm thinner. It does nothing to reduce other dimensions.

A much more important factor is the size of the video head drum. This is the highly-polished cylinder which spins the video heads across the tape at 1,500rpm. Obviously the larger the drum size the faster the heads will scan the tape and the better the picture quality. When the VHS and Beta formats were first launched around the world in the late seventies, the drum size for VHS was fixed at 62mm in diameter and the drum size for Beta at 74.5mm. This is why Beta pictures are better.

The VHS and Beta drums were fixed at a relatively large size because, back in the seventies when the systems were designed, the only recording tape available would not work with a small drum. But a large drum and equivalently large machinery made it impossible to build a super-small recorder.

Originally it was thought that if the drums were made smaller, it would destroy compatibility with existing VHS and Beta machines. But the VHS and Beta manufacturers came up with an extremely clever way of reducing drum size while maintaining compatibility.

The first video recorder to use a non-standard drum, but retain compatibility with standard machines, was Sony's Beta Movie camcorder. The drum is three-fifths normal size, but

the tape wraps 300° round it, instead of 180°. Also, the drum rotates at a normal speed. To complete the complex equation, the video signal is compressed in time so that the result is a tape that will play back on any Beta machine. In other words a string of non-standard tricks are added together to create a standard result.

There is one snag, however. Beta Movie cannot play back the tapes it records. This can be a problem if a cameraman is shooting video out in the field and wants to check what is on tape.

VHS Video Movie uses a drum which is two-thirds normal size. It carries extra video heads and rotates 50 per cent faster than the drum in a standard machine. The tape is wrapped round 270° of the drum and the video signal is continually switched from head to head in sequence so that, as with Beta Movie, the net result is a tape which will play back on any standard VHS machine. The only difference between Video Movie and Beta Movie, is that Video Movie can play back pictures as well as record them. This will be useful on location.

Beta Movie has been on sale for the best part of a year now, at around £1,000. The next models will have auto focus, that is to say the camera lens will automatically focus on the subject being filmed. Video Movie is due to be marketed at the end of this month, at a similar price. Auto focus is an important feature for Video Movie, because the camera contains a miniature video screen which works as an electronic viewfinder.

Although most of the video film lost interest in 8mm when the small drum VHS and Beta Video Movie was developed, at the Audio Visual exhibition in Wembley in April, Kodak was still talking about availability of an 8mm camcorder. But so far, no company has not even shown a "Kodavision" prototype which is capable of working on the European PAL television system. Nor is European giving any firm date for its European launch. Both companies plan to use the US market first and already the Kodak launch there is late.

It is entirely possible that neither Kodak nor Polaroid will ever launch 8mm video in Europe. The Beta and VHS Video Movie camcorders will satisfy the market need and what the video market needs is not a completely new format, completely incompatible with any VHS or Beta equipment.

SOFT OPTIONS

Bill Hicks asks what has happened to the video revolution and (below) looks at what the software publishers are offering

What - if I might be so bold as to ask - has happened to the video revolution?

The question, for all that it is a cliché, needs to be asked, and will suggest itself to anyone who peruses the 1984 educational video programme catalogues from the established distributors. A cursory glance at these gives the impression that the vast majority of titles are merely transfers of 16mm films made for schools as long as 20 years ago, as often as not in the USA.

Closer scrutiny will reveal a respectable body of more recent, more relevant made-for-video material. But this tends to cover what are normally regarded as marginal subjects, extracurricular activities and - especially well represented - teacher training. What should be at the core of any educational video library - "standard" works for use in mainstream subject teaching, whether or not examination-related - is, as yet, conspicuous by its absence.

And yet, there has been a video revolution of a sort, affecting distribution rather than production. Every school now has a videocassette recorder, which in most cases is used most of the time for time-shifting broadcast schools programmes. Unlike the public, which has taken to overnight rental of video films, nasty or otherwise, with unexpected enthusiasm, cash-strapped schools have tended to make do with the offerings of the BBC, ITV, and whatever their local education authority might offer.

Most producers of programmes on video, however, have not yet broken away from the linear, narrative form of the conventional film or television programme. A cassette, of course, is not as adaptable to the "interactive" form as videodiscs, since it depends on rapid access to any part of the recorded material. Nevertheless, its ability to combine moving and still images, animation and live footage all in close proximity and

now, the availability of dual-sound-track recording on stereo cassettes, is rarely exploited.

There are several good reasons for this apparent sluggishness, apart from the inevitable inertia of an industry which, until five or six years ago, had the film or television programme as its final product.

First and foremost, the expense of creating a programme which exploits the full potential of the cassette can be enormous. One only has to consider the budgets for the 10-minute promotional pop-music videos to realize that all those stunning video effects are vastly expensive. Educational film and video producers are typically working at the other end of the scale and are having to cut corners all the time. The cheapest of all to produce is the studio-bound "talking head" monologue, which, unless the head in question is particularly interesting, is hardly an advance on a much cheaper audiocassette. In most cases, neither is any substitute for a real, live, talking teacher.

The second reason is lack of demand. Teachers and schools are not yet sufficiently video conscious. Even now, teachers are avoiding video, not because they consider it a gimmick, but because they are afraid of the technology, have not been trained in its use, and are - quite understandably - sceptical about the quality of the material on offer.

And, it hardly needs saying, schools lack the funds to buy the amount of video software which would be necessary to sustain a thriving industry. Finding the cash to buy just one VCR is a great achievement for the majority of schools. To use video effectively, it is necessary to work in small groups around a number of VCR/monitor stations, or - an increasingly plausible alternative - to invest £2,000 in a large-screen television projection system for large-group viewing.

Alas, we have here all the elements

What the publishers are offering

If in London, of course, this is a very great deal. ILEA, thanks to some far-sighted decisions in the 1960s, now has one of the world's best educational television production centres. Despite attempts to starve it of adequate funding, the ILEA ETV centre survives, and happily most of its output is now available, via the Central Film Library, to schools around the country for £15 hire a term.

Closure threats have forced the Learning Resources Branch to seek new sources of funding and new markets for its programmes. Its two recent "Shakespeare Video Workshop" programmes - *A Tortured Mind*, covering the four great tragedies, and *The Comic Spirit* - are one successful result. Sponsored by Lloyd's Bank, and performed by the New Shakespeare Company at the Open Air Theatre, Regents Park, the "workshops" have found audiences well beyond the London O and A level students they were aimed at.

The great advantage of the ILEA programmes is that they are made for teachers, by teachers, but with professional technicians and using professional facilities. The disadvantage is that many of them are specifically addressed to the problems of the Metropolitans, and some of the earlier social studies titles have dated alarmingly.

The BBC's educational output - which includes not just the schools series, but the massive quantity of adult-oriented material emanating from the BBC/Open University Production Centre at Milton Keynes, and all the generally "educational" programmes from *The BBC Shakespeare* to *The World About Us* - is used by teachers in two ways. Either they tape off air, disregarding or in blissful ignorance of the copyright laws which apply to all but schools and Continuing Education programmes. Or they buy or hire copies of the programmes from BBC Enterprises or, in the case of the OU, from Guild Squid &

of the old "chicken-and-egg" conundrum. Who will give schools the money to enable publishers to embark on costly video programmes?

Supposing such funds were to be made available, where should publishers begin? I have mentioned a lack of mainstream material. Mainstream in British schools today tends to mean examination-related. It is a source of surprise to me that publishers of GCE and CSE course materials and textbooks have stopped short of complementing their offerings with video. There are many worthy examples of multi-media packages, comprising tapes, slides and charts and worksheets. The audio-visual element of such packages could be accommodated, and extended, on a videocassette. Then, of course, the remarkable advances in computer animation and video editing could be brought into play, giving the educational producer the chance to meet the sophisticated visual expectations of the average modern child.

If all this sounds far-fetched, a glance at the lucrative industrial training market, and the quality of video programming it demands, might convince the most hardened video luddite. It is wonderful what confidence in a regular market can achieve, and it is for this sector that the most advanced experiments in interactive videodisc programming are being conducted. True, the Council for Educational

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Technology, the Open University, various university departments of education have contributed, and are continuing to contribute to the body of knowledge on interactive disc.

But it will be a long time before schools, apart from those participating in research, are likely to benefit. Videodisc programmers have the advantage of analysing the failings of the cassette, and then of working with the much greater capabilities of a video-disc-and-computer combination to create something quite different. We can only hope that the commercial success of efforts like Thorn-EMI's VHD videodisc project, the several independent producers working with Philips LaserVision, and Longman's video encyclopaedia, eventually to be aimed at the public - will lead to a new

world of interactive discs made specifically for schools.

Until then cassette will reign and is likely to be more and more useful for its cheapness and convenience as a distribution medium, well into any conceivable videodisc future. The apparent victory of VHS in the format struggle should at least remove one source of confusion for schools. The increasing reliability and value for money of hardware is to be welcomed. But teachers are not likely to get better software, outside the excellent broadcast material mentioned, unless they demand it of publishers, and they are not likely to do that until they become as aware of video as the majority of their pupils. Or until the new pressures on broadcasters force educational programmes off the air entirely.

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Television literacy

At a time when HM Inspectors are advocating the teaching of media studies in English, Paul Kelley and Barrie Gunter report on a project that helps children to understand television

Many schools are now buying video equipment, often for staff to record school events. But as the Schools Council work on television in schools suggested, the use of such equipment by pupils is more valuable. Further, it appears that pupils actually learn to understand television broadcasts better if they are allowed to use the equipment.

As part of the Television Literacy Project (which is aimed at bringing good television and good television teaching into schools) teachers at the Hereford School, Crimsby, devised and tested a course that has convincingly demonstrated the value of letting pupils make their own broadcasts. Assessment of the results produced the encouraging finding that pupils' comprehension of factual and dramatic programmes can be substantially improved through a relatively simple practical course.

The development of the course was sponsored by Humber County Council as part of their Local Initiatives in Schools scheme. The Independent Broadcasting Authority helped with planning and evaluation, and Radio Rentals, Contracts supplied video equipment. The basis of the course was the combination of pupils creating their own video films and discussing broadcast television programmes. Films were made using a Videostar colour camera and portable recorder. Titles were generated by a BBC Model B computer. The course was taught in English lessons to one fourth year class with another acting as controls.

The pupils began with a discussion of some television programmes, the acting and characters, how stunts were done, how plots were generated. During the second week they were grouped in twos or threes and told to prepare an interview or short conversation. Then each group performed their piece while being videoed by others.

Pupils who had never handled any kind of camera quickly learned how to work the equipment. The use of a large television as a monitor allowed the rest

of the class to watch the performance and see how each pupil used the camera. This was then discussed.

The class then examined newsreels, considering the selection of items, presentation, and news as entertainment. The pupils were divided into three groups of 10 to form a news production team. Each team had to produce a script for a news item from 25 news articles, selecting only 10. They then had to perform their script, with the members acting as presenters, interviewer and interviewee, outside broadcaster, sound technician camera operator, and floor manager. The three groups performed their scripts one after the other, and the completed films were discussed.

Their first essay was an analysis of the news broadcasts. While they enjoyed making them, they all felt that news production was infinitely more difficult than they had imagined. The production focused their attention on questions of editing, timing, camera work and performances, as well as wider issues.

The class then prepared for a field trip. Pupils were taken to a television studio in Lincoln. One group of 15 made an improvised play in the studio, while the other group made video films in Lincoln itself. On the second day they reversed roles. During the work in the studio the pupils operated cameras, controlled sound, acted, managed on-stage lighting, and discussed and decided how the final tape should be edited. At the end of the two days, each group had made its own short video and had had some experience of videoing outside.

The final weeks of the course were devoted to reviewing their work and writing an essay on a broadcast programme and its characters. In this, many of the pupils showed that they had learned from their participation in making different kinds of television and that it had helped them understand the variety of ways in which characters are established.

At the end of the course the group was tested and compared with another

class (as they had been at the beginning of the course) for their comprehension of drama and news programmes. The main finding was that those who had taken the television literacy course markedly improved their comprehension of both drama and news broadcasts. The pupils had clearly learned from television. This suggests that the use of schools' resources could be greatly enhanced by introducing television courses which help pupils to understand what they watch.

The improvement in comprehension was not the only success. Many pupils developed an interest in using television equipment in other ways. Video films they produced were used by sports teachers in training, particularly made videos for local middle schools and filmed school productions. The filming of mock interviews for lessons proved so useful that they participated in a lesson based on the videoing of an interview and the discussion of the playback. Perhaps equally important was the improvement in attitude to participating in school activities: even supposedly reluctant pupils enjoyed the course and volunteered to help video events in their own time.

The success of the course has led Hereford School to adopt it as a fourth year pupils. Currently the Television Literacy Project is testing it in four other schools, and a pilot middle school project and other courses are being organized.

The work has clearly demonstrated the need for schools to look at the provision of a course on television to every child. The one taught at Hereford seems effective and practical, especially as it only requires equipment which schools already have or can afford to rent or purchase.

Paul Kelley is the director of the Television Literacy Project based at Hereford School. Barrie Gunter is Senior Research Officer at the Independent Broadcasting Authority.

What the publishers are offering

continued

range of sponsored programmes such as the new jointly-funded series, *Foundations of Wealth*, made by ICI, Unilever, Esso and the Trade Department. These and the four programme series *Get to Know IT*, about information technology, are, like much of the CFL's catalogue, available on free loan.

The National Audio Visual Aids Library - NAVAL - is another survivor from the days when film was unrivalled. Indeed, much of its income still derives from 16mm film hire, and its director, Brian Mallett, adheres to a policy of following his customers' demands: "As the old 16mm projectors wear out, so we find more and more of our business is in video". NAVAL now has a separate, sale-only video catalogue, listing more than 100 titles from diverse sources.

Among its offerings are the *Master Class* painting series featuring L.S. Lowry, the *Harold Riley*, a comprehensive 25-tape series on musical instruments called *My Musical*, condensed Shakespeare and Gilbert and Sullivan series, and a five-part physics lecture series *The Properties of Matter*, presented by Sir Lawrence Bragg at the Royal Institution. They have also taken on a few free-loan minute film on the European Parliament and the *Raising of the Mary Rose*.

NAVAL is part of the long-established Educational Foundation for since the government cutbacks of 1979, and deriving part of its income from video and a-v training courses. Next year, the EFVA will enter the video publishing market itself with what is planned to be a fairly magazine-on-video cassette called *Video Education*, edited by former ILEA resources

supremo Leslie Ryder, the launch issue of the magazine is in its final stages of production. It will include news, features on microelectronics in education and "Women in Science Education Year" and other topics mainly aimed at teachers in the 11 to 19 sector. It will also, the EFVA sincerely hopes, carry a number of advertisements. At £32 for three issues, the small additional cost on the price of the blank tapes must make it worth considering for anyone interested in widening the boundaries of educational video publishing.

Money, of course, is as much a problem to the producers of film and video as to the school. Potential producers of good-quality video programmes for schools face the paradox that their chief enemy is the video recorder, and that their material is eminently pirate-able. The remains of the old educational film industry, companies like Boulton-Hawker and Hugh Baddely Productions, as well as independent distributors like Viewtech, have seen their lifeblood - the sale or hire of 16mm films - virtually disappear in a decade.

Viewtech, which arose out of the ashes of Gaiety, continues to distribute, among others, the Coronet catalogue of films, entering the broad sweep of the sciences. It is now offering updated versions on videocassettes rather than 16mm film, however. Prices are around £40-£45 a cassette.

Buck Film Laboratories are proposing to launch a new catalogue and the complementary Encyclopaedia Britannica Educational video catalogue, to which it has recently gained UK rights. Peter Richardson, in charge of the new operation, hopes to have the catalogue ready for distribution next month. If all goes to plan, they will be able to offer some 1,500 titles. Teacher training is one area where the low production cost advantages of video have been seized and exploited. The full ILEA and the EFVA's film library for Teachers' Education cater for the trainee

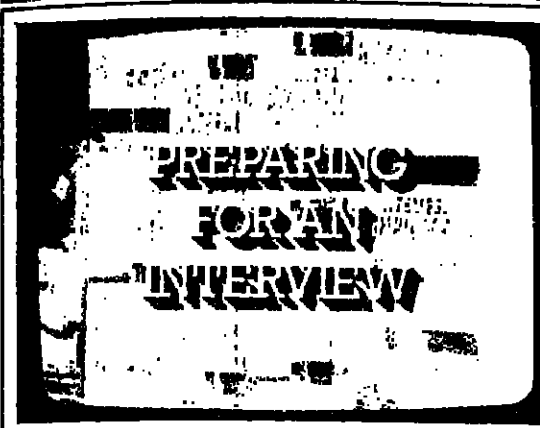
teacher. There are two established sources of highly specialized materials. Drake Educational Associates produces its own programmes as well as handling Schools Council, Sainsbury's and Lincolnshire I.C.A. materials.

In the Home Counties, the Chelmsford Consortium, financed by three local colleges of higher education and local educational advisory teams, produces video programmes, initially at the request of local lecturers, which are then made available to other teacher training centres around the county.

In better times, it seemed likely that the consortium idea might be limited in other areas, and a network of resources production centres forming, servicing classrooms as well as training requirements. A chain of ILEA-style production centres, with convenient distribution and copying facilities, had dream that seems unlikely to be realized in the foreseeable future.

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Technological imperative

Computers are clever. And they're linked up to TV screens. But the result is not the pretty and amusing pictures one might expect: computers actually draw rather boring images. A turn-off for kids: "Altogether too arid", was an Essex schoolteacher put it.

He is addressing himself to changing all that. Ian Flack is part of a small team working on interactive video, a newish stunt which may put the larks into computer learning. The idea is simple: link a microcomputer with a videocassette player. The computer becomes an interrogator and prompter of the images and stories which are stored on the tape. In theory, the games you can play become more lively, more real - and exciting for school children.

The game relies on the wit of the programmer, more even than on the wit of the game players, who are quizzed on material (usually the video they're watching), and then - depending on the answers they give (right, wrong, opposite, dumb, peculiar) - routed on through different pieces of video. So instead of merely watching a video and answering questions on it, one engages both in a question and answer session with the computer, and in watching and responding to a sequence of video scenes in which there are not one, but several plots, the route through the plots being "picked" according to your responses.

Essex Education Authority has decided to find out if the thing really can work, and make a difference to the education of the county's quarter of a million pupils. In an ex-primary school outside Chelmsford they have unleashed two school teachers, Ian Flack and Ian Penney, on some very handsome and grand-looking consoles. They have, as you might say, the technology. Now they have come up with the exciting teaching material which will prove the machinery's worth.

The idea grew out of the county's links with local firms. Peter Evans, of the careers office, explains: "We are, as an authority, keen on liaison with industry. And naturally, Ford is very important around here. Ford asked us for the secondment of two teachers to their education and training department. They wanted to look at the business of delivering training by computer. They thought it might be the vehicle for 80 per cent of their training soon. That suited us: we didn't know much about computers, but we do know about teaching."

Messrs Penney and Flack were trawled from the county's 15,000 teachers and spent a year at Ford. Ian Penney had used a computer a little in his chemistry teaching but Ian Flack had not in his work in careers education, and still insists he is a computer novice. Luckily, it hardly matters that they are not computer buffs. The interactive video system they are using employs a perfectly ordinary Apple II and a Sony U-matic, but these two components are linked by a box of tricks developed by Felix, the software

firm. The Felix program is designed to make it easy for lay people to "author" the games people will play on the system. The level of computing skill required from a programmer is about that of a user-friendly wordprocessor.

"Part of the joy of this idea," says Ian Flack, "is that it takes the computer out of the science room, or the computer studies room, and makes it useful across the whole curriculum. We've had people come in here and within a few minutes - a quarter of an hour or so - they can be authoring programmes."

Fully prepared, with tie firmly tightened, Richard North interviews the men behind Essex Education Authority's interactive video project

I sat down to interrogate and be interrogated by the interactive video. I was supposed to be a youngster going for an interview. Up came shots of a boy (and, later, a girl) preparing - or not preparing - for an interview. Then I was asked questions, which were flashed on the screen. Had the boy shown the right attitude, worn the right clothes, thought through his curriculum vitae? (Oops. I was in no shape to answer - never have been. Strictures about clothing had me tightening my tie.)

According to how I answered the questions, I was congratulated and moved on to the next snippet of movie, or ignominiously dragged back to it again, or shunted down a new avenue of questions and answers (often with new bits of video) until I had shown that I had mastered what was at issue. In more sophisticated versions of the kinds of games one can play, one might be asked to press a key when some thing or other occurred on the screen (for instance, in a first aid training programme, when they think it is the time for a car crash, and presses a button whenever one spots someone who looks as though he might have stopped breathing).

The computer keeps tables of one's decisions, and tells one - or, more ominously, perhaps, it can tell anyone else - how one fared. This makes the dim-wittedness of even a sophisticated question-and-answer routine with a machine rather important. A bit like market research, the questions too often contain the answer ("Should you go to an interview prepared/unprepared?" would require a major dance to be wrong-footed). Contrarywise, it is often

tricky to answer to the machine's satisfaction. I was flustered off for answering in another demo run that, yes one must make an appointment to see a bank manager. No, said the machine, it's not always necessary. Fine, but I'd hate anyone to be downgraded for thinking and answering that it's kind of a good idea, necessary or no. The machine was probably trying to tell me that banks are friendly and informal: I was trying to tell it that I knew banks prefer you to show you are sorted out before they dole out money at you. It is the absence of straight yeses and noes in life that matters: the yeses, provided ... the noes, except if ... are not easy to program.

"Talking" with an interactive video is going to tax the game player's patience and programmer's ingenuity. And as to the speed of answers, and the machine's capacity to keep a tally of them: it would be a clever machine indeed which could judge whether someone was being slow because he was the kind of genius who thinks slowly, or the kind of dunce who does. But we can't blame the machine, perhaps. Interactive video will depend on the nous of the authors of its open-ended video sequences. Writing them really is like writing a thriller play in which the audience doubles as the detective: making the computer and video live up to the choices made by the active audience is going to be the nub of the matter.

Penney and Flack are making daily strides in writing question-and-answer sequences, and in triggering the relevant bits of film. It looks as though the £30,000 that Felix have invested so far in this investigation will be rewarded with some engaging playlets. And yet, it is the old technological imperative which is at work here. Essex Education Authority may end up teaching their children better (and may reap dividends in royalties). But this work is going on because the machine is there, rather than the machine's being called into existence because people were clamouring for it. It may be a while before anyone can seriously claim that a worthwhile purpose has been found for interactive video.

Ian Flack and Ian Penney take a brighter view of things. They can already see any number of uses for the machines. They could route chemists through videos of dangerous or expensive chemistry experiments (one would be tempted to answer wrongly, just to be shown the film of the science block going up into flaming orbit), or through animal experiments whose moral costs demand caution. One could cram Shakespeare plays, say, by asking the machines to show one all the scenes from Lear in which filial loyalty is discussed. I love the idea of a spelling or general knowledge round using the 50,000 picture possibilities of a videodisc linked to a computer (videodisc is on the agenda, and is favoured for its super-quick tracking). Over to the innovative lads.

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The Wonder of Nature... A Privileged View

Oxford

Mike Roussel has been using video with hearing-impaired children. During a diploma course at Oxford Polytechnic he recorded their work in order to help his own studies, but when he showed the extracts to the children themselves, he discovered that they could benefit greatly from the visual stimulus the recordings provided.

When he returned to Rush Common County Primary in Abingdon, Oxfordshire, he worked with deaf children in two distinct areas: auditory discrimination activities and instruction in playing brass, woodwind and percussion instruments. The video could be used in the teaching process, but it could also provide a catalogue of progress for both teacher and pupil.

In using video for auditory discrimination activities, it was possible to record the vibro-tactile and social clues which helped the children to identify sounds. There were also the teacher's own give-away movements of head and shoulders. It was not possible to observe all of these while actively involved with the class.

The video also served as a means of reinforcement for the children when trying to understand verbal and visual instructions for a performance they were putting on. During the first performance some children were behind the scenes and so were unable to follow sequences properly. As they watched the tape afterwards, they concentrated hard on their own and each other's actions. When a second performance was put on, their timing was slicker and more precise.

These performances were all recorded with assistance from other people using a portable Hitachi video, tuner and colour camera. For music instruction, however, Mike Roussel borrowed a Fergus Videostar which could record on its own while he worked with the children. The monitor would provide instant replay, enabling the children to see any problems in playing technique.

These films and documentaries are then watched by pupils outside the classroom. In order to teach new words and structures the English assistant is called on to comment on the pictures. Scripts of English and American films are made and kept for reference by teachers or students.

He and his colleagues monitor the various television channels and record any programmes concerned with the English-speaking world, particularly news, documentaries and British and American films broadcast in English.

These films and documentaries are then watched by pupils outside the classroom. In order to teach new words and structures the English assistant is called on to comment on the pictures. Scripts of English and American films are made and kept for reference by teachers or students.

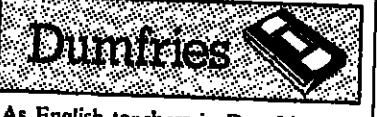
Far and wide

A number of teachers have submitted information about video work they are doing. Below are just three examples



Music with hearing-impaired children

Attention is drawn to significant details of British and American life. The video is also used in conjunction with a radio and tape recorder. So the BBC World Service, for example, might provide useful comments for pictures recorded from the television.



As English teachers in Dumfries and Galloway Gregor Ross and Pat Kirby felt a need for regionally-based materials which would arouse pupil interest. They have produced tapes about regional writers in a local setting, that are suitable for pupils across the ability range from third year upwards. They began filming last May with a VHS portable system. After school and at weekends they recorded enough for their first programme. They edited it on two VHS recorders but found that precise editing was not possible. The picture break-up at editing points and the inaccuracy of the pre-roll was

disappointing. Besides this, the poor sound reproduction inherent in the VHS format together with the loss of quality between the raw material and the edited master tape meant that copying down to third generation for wider circulation would lead to further deterioration in quality.

The Scottish Council for Educational Technology suggested that the U-matic format, using 3/4 inch tape, would allow better picture definition, better sound recording and exact, flush-free edits. The U-matic master could also be copied down to VHS for wider circulation with relatively little loss of quality.

An arrangement was agreed through the Region's Secondary Adviser, Martin Prowse, which allowed for a series of five films to be completed and distributed to all regional teachers would then have the completed series *Poets of the South-West* together with teaching materials free of copyright.

Video as an educational medium, they discovered, offers the opportunity of supporting local development, so that the special interest and expertise of staff in each school and region can be used to generate programmes of immediate local relevance. A library of resource material for each subject could illustrate special aspects of regional history or geography made by teachers for their pupils. Such films would not have the drawbacks of centrally produced broadcast material, but would offer pupils relevant subjects, familiar places and programmes specifically scripted for their educational needs.

If you are doing interesting work with video, please send details - not more than 250 words - to Gillian Macdonald, Times Educational Supplement, Priory House, St John's Lane, London EC1.

INTERACTIVE VIDEO CENTRE

A National Interactive Video Centre is open in London on October 25. The Centre is being set up by the Council for Educational Technology in support from the Department of Science and Industry, the Manpower Services Commission and manufacturers.

Teachers and trainers interested in using interactive video will be able to make an appointment to try out equipment at the Centre and receive advice and guidance from CET staff. The National Interactive Video Centre, Marylebone Road, London NW1 5SS.

MEDIA PACKS

The first two video packs in the Scottish Media Education Development Project are now available.

"King's Royal Project One" (23) based on a BBC drama serial, contains a range of teacher and pupil materials, an extract from the "King's Royal" and a videotape with the series' title sequence, an excerpt from one episode and interviews with the designers.

"Football Game" (29.50) looks at football as an active and a spectator sport, its newspaper and television coverage. It contains a set of slides, newspaper reports and a videotape of a match.

Both packs are available from the Scottish Council for Educational Technology, 74 Victoria Crescent, Glasgow G12 9JN. Videorecorders each are supplied free of charge for a 60-minute VHS blank tape.

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Places are displayed advertisement on page 48. (43041) 110010

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Applications are obtainable (S.A.E.) from the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 6BT. Please quote P & L 43710. Return applications to: Monitoring Officer, All Saints Parish, c/o 16 Oakfield, Liverpool L4 2QY by 22nd October 1984.
The City Council is an Equal Opportunity Employer and welcomes applications from disabled persons, race, sex, marital status or disability. (30671) 110010

LIVERPOOL
LIVERPOOL COUNTY COUNCIL
HEAD TEACHER (Group 6)
E12.888 - L14.184
ALL SAINTS RC. JM. SCHOOL
Oakfield, Liverpool L4 2QY
Required for 1st January 1985. Candidates should be practising Catholics who have obtained the Catholic Teaching Certificate.
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Applications are obtainable (S.A.E.) from the Director of Education, Teaching Staff Section, 1

Scale 1 Posts

**LEICESTERSHIRE
COUNTY COUNCIL**

**An Equal Opportunity
Employer**

**THE ROYAL HOLLOWAY
COLLEGE**
Leicester Lane, Bedford
Leicestershire

**In the Leicestershire plan
for the re-organisation of
secondary education 14
18 Upper and Community
Colleges**

Roll: 1350

**COMPUTER STUDIES
SCALE 1**

Required January 1982
scale 1 teacher of computer studies.

**Application forms at
further details on request
from Head (SAE).**

Scale 2 Posts and above

BEXLEY
LONDON NORWICH
PITTSBURGH SCHOOL
Erith Road, Bexleydean, Kent
DA11 5JL
Roll 1980, 140 Sixth Form
Required for January 1985, a
teacher of Computer Studies
(Scis 9), to teach the subject
to C.S.E. and 'O' level and
assist with the development
of lower school computer
science courses. Computer
room with 18 terminals.
\$8025. Some teaching of
National Certificate require-
ments welcomed from
non-qualified entrants for a
Scis 1 post.
Completed application
form obtainable from the
headmaster, should be re-
turned within 2 weeks of the
closing date. Salary and
close family n.e.e. (43195)
131020

RG28 4DH
Tel: B'stokes 50606
17 16 Mixed Comprehensive
Community
N.O.R. 980
Required January, 1985 Scale
3 Computer Education - to
take charge of well estab-
lished Computer Education
and to teach S.M.P.
Mathematics.
Applications with c.v. to
Headmaster. (43361) 132020

Support to

Unless otherwise stated the f
Spring Term, 1985.
Applications form/further de
Teacher of the school conce
ressed envelope.
Closing date: 22nd October, 198

PRIMARY
Scale 2 Teacher.

Headmaster: J. P. Hancock
Enthusiastic and able class teach

Enthusiastic about the possibilities for development in micro-computing as physical activities would be an asset. Full details of the post, the scholarship Award and application Head Teacher at the school.

SECONDARY

Scale 5 — Head of M

BRAMCOTE HILLS COMPREHENSIVE
 Bramcote, Beeston, Nottingham
 Headmaster: D. M. Maitby, BA

French and German at all levels. Level French will be a distinct a

Scale 2 — Craft, Design
BRAMCOTE HILLS COMPREHENSIVE
Bramcote, Beeston, Nottingham
Headmaster: D. M. Meltby, BA
Enthusiastic and experienced
ology to be Second in Department
development of Modular Techn
Please apply by letter to the H
reasonable.

Scale 2 — French

FARNBOROUGH COMPREHENSIVE
Clifton Estate, Nottingham, NG11 7JH
Headmaster: D. J. Mahoney, B.Sc.
Committed teacher of French in
tunity exists to teach the full ap-
graded tasting an advantage.
Full details available (s.e.c.) from
Please apply by letter, giving full
addresses of two referees, to the
possible.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 1

above address. Teacher at the
above address. Please en-
close stamped addressed
envelope, (43597) 151822

61

**NORTHAMPTON TRINITY
SCHOOL**
Trinity Avenue,
Northampton NN2 6JW

**UNIT FOR HEARING-
IMPAIRED CHILDREN**

**ASSISTANT TEACHER
SCALE 1 PLUS S.S.A.**

Required January 1985
suitably qualified teacher
of the Deaf for well estab-
lished Unit based at the
Central Regional Compre-
hensive Upper School (age
range 13 - 18, 800 on
roll).

An oral approach with
latest radio aids in op-
eration.

Application forms and
further details (as
placed) obtainable from

Full details including job description, and application forms, can be requested. Enquiries to: The Handicrafts Centre, 100, The Old Rectory, Saviour's Road, St. Leonards. Closing date for application: 24th October 1985. 150022

[illegible][illegible]

WEST SUSSEX
COURT MEADOW SCHOOL
Lanely Lane, Cuckfield, West
Sussex RH10 3RN
COURT MEAD ANNEKE
a separate unit for students
of 16 - 18 years mixed ability
savory and moderate
(earning difficulties)
Required January 1985 a
teacher and a teacher for
his unit. A wide range of
interests is required. Ability
to take basic games, art and
read an advantage.
Form and details from
headteacher or principal

Waldstone 26773, (4311) 160020

NORFOLK

SIDESTRAND HALL
SCHOOL
Sidelstrand, Cromer

Applications (include details of curriculum, interview J.C. Pugh, Principal, Grange School, Cromer Road, Worcs. B66 1NP, possible. (05546)

SENIOR ASSISTANT

WST SUBSEX
TAKRIDGE HIGH SCHOOL
West Essex Road, Horeham,
West Sussex PO14 1NW
is a mixed comp. NOR
16

February January 1985, Scale
a teacher in charge of
ment unit in charge of
services to join the spe-
cialist department and
provision for developing
physical/emotional barriers
and will have a successful
education. of secondary
positions by letter to
ment, with a view to
reference and addresses of two
the advertisement. (43353)

160090

TEACHERS

For pre-school children with special educational needs,
Scale 3

Three of the six new teaching posts established to provision for pre-school children in response to Section Act 1981 are still vacant. Applications are for these posts which will be based in the North-West and South-East areas of the county.

The successful applicants will be expected to contribute significantly to pre-school educational provision, to work with parents as well as with children, and to support other agencies concerned. Successful applicants should have teaching experience in mainstream and/or special schools (essential) - an advanced qualification relevant to special educational needs desirable.

Posts available as from January 1984.

Removal and disturbance allowance scheme in operation. Please send a.s.e. for further details and application form to County Education Officer, P.O. Box 47, Chelmsford CM1 1LD.

Closing date: 2nd November, 1984.

ESSE

County Council

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

APPOINTMENTS IN SCOTLAND

CENTRAL REGIONAL COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

EDUCATION DEPARTMENT

PRINCIPAL TEACHER OF ENGLISH
Sirling High School (Telephone Sirling 2451)
Salary: Responsibility Payment £3,111

PERMANENT FULL-TIME TEACHER OF MODERN
LANGUAGES (FRENCH/GERMAN)
Denny High School (Telephone Denny 823124)

PERMANENT FULL-TIME TEACHER OF MODERN STUDIES
Allan Academy (Telephone Allan 214878)
Further details are available from the Directors of the Schools.
Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.

Application forms for all posts are available from the Director of Education, Room 205, Viewforth, Sirling to whom completed forms should be returned not later than Monday 22nd October, 1984.



ST DENIS AND CRANLEY SCHOOL, EDINBURGH

Day and Boarding School for Girls: 9-18 years
The Governors invite applications for the post of

HEAD

to take up appointment in September, 1985
The School stands in several acres of ground in a pleasant residential district in Edinburgh and has accommodation for up to 350 girls including 150 boarders.

Further particulars and application form are available from the Secretaries to the Board:

Peat, Marwick, Mitchell & Co.,
10 Melville Crescent,
Edinburgh EH3 7LU.

Closing date for applications:
Friday, November 1984.

Scottish Council for Educational Technology

ADVISERS IN EDUCATIONAL TECHNOLOGY

(2 Posts)

Education and Training Division

Owing to promotions the Council invites applications from appropriately qualified persons for 2 posts of Adviser in Educational Technology. Applicants should normally be qualified teachers with proven interests and experience in one or more of the following areas: recent curriculum developments in Scottish Schools or Colleges, television production, audio-visual techniques, open learning systems, industrial training, information technology, educational resources organisation and management.

Salary will be on the scale: £13,401, £13,877, £13,868.

Further information and forms of application may be obtained from the Company Secretary, Scottish Council for Educational Technology, 74 Victoria Crescent Road, Glasgow G12 5JN, Telephone: 041-334 9314, to whom completed applications should be returned not later than 26th October, 1984.

FIFE REGIONAL COUNCIL

Education Committee
KIRKCALDY COLLEGE OF TECHNOLOGY

LECTURER 'B' IN MATHEMATICS

Applications are invited from persons holding a Degree in Mathematics/Engineering, or equivalent preferably with some industrial experience.

Successful candidates will be required to teach on SCOTEC Diploma and Certificate courses, and new National Certificate Programmes.

SALARY RANGE: £7,989 to £10,881 with placing according to qualifications and experience.

In-Service Teacher Training may be arranged if necessary.

Application forms, which should be returned by Friday, 26th October, 1984, can be obtained from the Director of Education, Wemyssfield, Kirkcaldy.

ABERDEEN COLLEGE OF EDUCATION

LECTURER IN COMPUTER EDUCATION

Applications are invited for a post in the Computer Education Department. Candidates must have a qualification which includes computing and be trained teachers.

Salary Scale: £10,881-£13,716. Placing may be given for appropriate experience.

The appointment will run from 1st December 1984 or such other date as may be mutually agreed.

Further information and form of application for the post may be obtained from the College Secretary, Aberdeen College of Education, Hilton Place, Aberdeen AB9 1FA, to whom completed applications should be returned not later than Thursday, 31st October 1984.

HM INSPECTOR OF SCHOOLS

£14,400 - £20,800 (UNDER REVIEW)

HM Inspections of Schools are concerned chiefly with the inspection of primary and secondary schools and of establishments of further and higher education. They may also be required to advise on matters of educational policy and administration and there are opportunities for assisting with curriculum developments in most fields. Considerable travel is involved with overnight absences from home.

Vacancies exist in the following specialist fields:

CHEMISTRY

The main concern of the post will be the inspection of chemistry and science in secondary schools. Candidates must hold a degree with 1st or 2nd Class honours in Chemistry or an equivalent qualification and have good and appropriate teaching experience. The post will be based initially in Glasgow.

RELIGIOUS EDUCATION

Candidates must have a degree with 1st or 2nd Class honours or an equivalent qualification. Experience in the organisation of Religious Education in schools would be an advantage. The post will be based initially in Glasgow.

Candidates should preferably be aged between 30 and 45. Starting salary within the quoted range according to qualifications and experience. Promotion prospects to £23,155 and above.

For further details and an application form (to be returned by 26 October 1984), write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG1 1UB or telephone Basingstoke (0262) 88551 (answering service operations outside office hours). Please quote ref: G/8389.

SCOTTISH EDUCATION DEPARTMENT
The Civil Service is an Equal Opportunities Employer

GRAMPIAN REGIONAL COUNCIL

RESOURCES DEVELOPMENT OFFICER

Salary £15,081 to £16,159 (award pending)

This Senior post combines responsibilities for advising on all aspects of educational technology, including computer development in the authority's schools and colleges and also for the direct management of the resources centre, library, technical and other facilities in Aberdeen. The post is a full-time position with a 40-hour week. The post holder will be responsible for the development of the primary education in the region.

ADVISER IN PRIMARY EDUCATION

Salary £15,078 to £16,033

Applicants should be suitably qualified by experience and qualifications in primary education. The post is a full-time position with a 40-hour week. The post holder will be responsible for the development of the primary education in the region.

ADVISER IN NURSERY EDUCATION

Salary £15,078 to £16,033

Applicants should be suitably qualified by experience and qualifications in nursery education. The post is a full-time position with a 40-hour week. The post holder will be responsible for the development of the nursery education in the region.

ADVISER IN EARLY CHILDHOOD EDUCATION

Salary £15,078 to £16,033

Applicants should be suitably qualified by experience and qualifications in early childhood education. The post is a full-time position with a 40-hour week. The post holder will be responsible for the development of the early childhood education in the region.



THE GENERAL TEACHING COUNCIL FOR SCOTLAND

(Established in 1985 by
The Teaching Council
(Scotland) Act 1985)

REGISTRAR

The Council seeks a successor to its present Registrar who retires in May 1985.

The Registrar is the Council's Chief Officer, and the successful applicant will be expected to take up the post on 1 April 1985, or as soon thereafter as possible.

Candidates must be highly qualified academically and professionally with appropriate administrative experience.

The salary scale is £23,733 x 3 increments - £24,912 with placing in accordance with qualifications and experience. The post is superannuable.

Full particulars of the post and an application form may be obtained from the Registrar, to whom completed applications must be returned not later than 31 October 1984.

5 Royal Terrace, Edinburgh EH7 5AF
Telephone No: 031-556 0072

Hodder & Stoughton

EDUCATIONAL REPRESENTATIVE

Hodder and Stoughton are seeking an Educational Representative to cover the whole of Scotland. The job involves visiting schools and tertiary establishments of all types, participating in exhibitions, and helping develop a publishing programme for Scotland in collaboration with our Editorial department. The successful applicant will already be resident in Scotland, preferably be within the age range of 25-45, and have had experience in either the publishing or teaching professions. A clear understanding of the Scottish educational system is necessary. Benefits include a salary in accordance with the H&S/NUJ agreement, a company car, and a contributory pension and life assurance scheme. Applicants should write, providing full details of past experience, current salary etc., to:

A M Brown, Personnel Manager
Hodder & Stoughton Limited, Mill Road,
Dunton Green, Sevenoaks, Kent TN13 2YA

APPOINTMENTS IN SCOTLAND

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the underlined posts.

		Responsibility
PRIMARY		Allowance
HEAD TEACHER	Sacred Heart Primary School, Penicuik	£2448
Reference D	Mid Calder Primary School	£2448
Reference D	Stoneyburn Primary School	£2188
SECONDARY		
PRINCIPAL TEACHER	West Calder High School - Learning Support Services	£2565
Reference D		
TEACHER	Alnwick Park High School - Business Studies	
Reference B		
Reference C	Broughton High School - Physics	
Reference C	Penicuik High School - Business Studies	
Reference D	Queens Community High School, Livingston - Geography	
Reference D	Whitburn Academy - Business Studies/Economics (Re-advertisement)	

Salaries will be in accordance with the current Scottish Teachers' Salaries

Housing may be available for the posts in West Lothian Division. Further information may be obtained from the Divisional Education Officer.

A special payment of £474 per annum is made in respect of the liability to undertake work on seasonal basis comprising 10 out of possible 15 sessions per week including a maximum of two evening sessions.

Candidates should specify for which posts they wish to apply.

For posts marked Reference B Divisional Education Officer, Edinburgh

For posts marked Reference C Divisional Education Officer, Midlothian

For posts marked Reference D Divisional Education Officer, West Lothian

Closing date for applications is 26 October 1984.

Classics

DUNDEE HIGH SCHOOL OF DUNDEE

PRINCIPAL TEACHER OF CLASSICS

Applications are invited for the above post which becomes vacant due to the promotion of the present holder. Applicants should be well-qualified and experienced and be registered with the GTC.

The successful applicant will be required to take charge of the department and be responsible for the teaching of the subject throughout the curriculum to all grades of the SCE examinations. A full curriculum vitae and references should be submitted to the Headmaster outside the classroom is essential.

Duties will commence on 1 November or as early as possible thereafter.

The responsibility allowance is at present £2,253. Further particulars and an application form are available from the Headmaster, Dundee High School of Dundee, Dundee DD1 9BP. A completed application should be returned by 31 October. (S86641) 181624

Craft, Design & Technology

Other Assistants

COLWYN BAY

PENRHOS COLLEGE

Colwyn Bay

Independent Boarding and Day School

G.S.A., 300 girls

CRAFT, DESIGN AND TECHNOLOGY

Dynamic teacher required to develop this department virtually from scratch. A full curriculum vitae and references should be submitted to the Headmaster, Penrhos College, Colwyn Bay, Gwynedd, LL58 4DA. (30251) 182184

EDINBURGH

LORRETO SCHOOL

HEAD OF ENGLISH

On the retirement of the Head of English, the non-denominational boys' school, Lorretto School, is seeking a Head of English to lead an already progressive and innovative department.

Single or married accommodation available.

Applications to: The Headmaster, Lorretto School, Edinburgh, from whom further details may be obtained. Closing date for applications is 1st November 1984. (301091) 182416

BERKSHIRE

HEATHFIELD SCHOOL

Ascot, Berkshire

Independent boarding school for 175 girls

Requires from 1st January an excellent teacher of economics to take a popular subject to 'A' level in the Vth form.

Terms of the post are flexible depending on seniority and experience. The position can be resident or non-resident and part-time would be considered.

Applications with c.v. and names and addresses of two referees to: Headmaster, Heathfield School, Ascot, Berkshire. (301091) 182294

REDLAND HIGH SCHOOL FOR GIRLS

BRISTOL

Independent Day School

Approximately 600 girls 4½ - 18 years

The Governors invite applications for the appointment of

HEAD

On the retirement of Miss W. Hume, to take effect on 1st January 1985. For information about the School and the appointment please apply to the Clerk to the Governors, Redland High School, Redland Court Road, Bristol BS6 7EF Tel. No. 45796.

Closing date for applications - Friday 16th November 1984.

LINCOLNSHIRE

STAMFORD SCHOOL

Stamford, Lincs.

H.M.C. Day and Boarding.

550 boys

For January 1985, or earlier if possible, a candidate may be offered a permanent appointment.

A full curriculum vitae and references should be submitted to the Headmaster, Stamford School, Stamford, Lincs. (301091) 182224

GATEHEAD

LEWIS BOY'S SCHOOL

Gatehead, N.E. 10 miles from Newcastle

Full or part-time teaching to teach up to 'O' level.

Full or part-time. Apply in writing to the Principal. (301091) 182424

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL

H.M.C. 800 boys

Full or part-time teaching to teach up to 'O' level.

Full or part-time. Apply in writing to the Principal. (301091) 182424

SURREY

ST. JOHN'S SCHOOL

Leatherhead

Required for April 1985 a graduate to teach English at all levels up to and including 'A' level.

Full curriculum vitae and references should be submitted to the Headmaster, St. John's School, Leatherhead, Surrey. (430521) 182424

SURREY

BEDFORDSHIRE

HEAD OF ENGLISH

Due to retirement there will be a vacancy for a Head of English from September 1985.

The successful applicant will be required to teach up to University entrance and coordinate the department to organise and coordinate the department throughout the school. A full curriculum vitae and references should be submitted to the Headmaster, Bedford School, Bedford, Bedfordshire. (430521) 182424

ST. CATHERINE'S SCHOOL

Bramley, Guildford

Required for January 1985 a part-time graduate teacher of GEOGRAPHY to teach mainly 11-14 year olds, with some GCE work. This is a temporary appointment with the possibility of becoming permanent post.

Please apply in writing to the Headmaster, St. Catherine's School, Bramley, Guildford. (301091) 182424

EDINBURGH

LORRETO SCHOOL

HEAD OF ENGLISH

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Independent boarding school for 175 girls

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Applications with c.v. and names and addresses of two referees to: Headmaster, Heathfield School, Ascot, Berkshire. (301091) 182294

SURREY

THE AMERICAN COMMUNITY SCHOOL

Cobham, Surrey

Requires for January 1985 a teacher of languages Arts to 'O' level.

The school follows an American curriculum and uses American texts. Candidates should have relevant experience.

Applications should include full curriculum vitae and references and a photograph and should be submitted to the Headmaster, The American Community School, Cobham, Surrey. (430521) 182424

READING

WOODCOTE SCHOOL

Woodcote, Reading

Required for September 1985 a graduate to teach History and English to 'A' level. Ability to coach games essential.

Applications, including a curriculum vitae and the names of two referees, to the Headmaster. (05548) 182824

ST. GEORGE'S COLLEGE

Weybridge, Surrey.

Independent school for boys, mainly R.C. Member of H.M.C. 644 pupils from 12 to 18 years; 176 Boarders, 373 Day Boys and 95 girls in the Sixth Form.

Required for April 1985

HEAD OF COMPUTER EDUCATION

to take charge of a Department which will be considerably expanded and completely re-equipped during 1985. At present Computer Studies is part of the A-level curriculum. This will be a key appointment of responsibility within the College and the salary scale will be commensurate with the appointee's qualifications and experience.

Applications, together with curriculum vitae and the names of two referees, should be sent to the Headmaster, St. George's College, Weybridge, Surrey KT15 2QS, from whom further particulars can be obtained.

(301091) 182424

CHESHIRE

THE KING'S SCHOOL

Macneilfield

Well qualified MATHEMATICS teacher required for January 1985 to replace experienced teacher. Programme includes O and A Level sets and Junior forms.

Apply to the Headmaster by letter with c.v. and references. (301091) 182424

HEREFORD

AND WORCESTER

MALVERN COLLEGE

Required for September 1985 a graduate to teach Mathematics throughout the school including A level and Advanced Mathematics. A full curriculum vitae and references should be submitted to the Headmaster, Malvern College, Malvern, Worcester. (430521) 182424

HEREFORD

AND WORCESTER

BROMSGROVE SCHOOL

Chalfont St Giles, Bucks. Required to teach the subject at all levels 11-18. Full curriculum vitae and references should be submitted to the Headmaster, Bromsgrove School, Bromsgrove, Worcester. (430521) 182424

KINGSTON

UPON GRAMMAR

KINGSTON GRAMMAR SCHOOL

(HMC 570 Boys and Girls)

A GRADUATE MATHEMATICIAN is required in January 1985 for a temporary term to teach throughout the

BUCKINGHAMSHIRE

**FURTHER EDUCATION ART & DESIGN
DEPARTMENT OF BUSINESS
STUDIES
TEMPORARY LECTURER I
DEPT OF BUSINESS STUDIES for
VTS**

For November 1984 to teach
the two subjects from:
Business: Commercial and
views; Basic Clerical Prac-
Accounts, Book-keeping, and
Social and Personal Effective-
ness, Information and Data
Processing, Communication and
a result of increased commit-
ment to VTS courses and is
for the year in the first ins-
tance.

Salary scale in the range
£5,650 to £6,100 plus London
Grading Allowance.

mitted
education
Applic

Officer, Willenden College of
Technology, Denzil Road
London NW10 2XD (Tel: 01

**City of
Manchester**
North Man
Required for
ASSISTANT

(c)

To be responsible in the final quality of General Education guidance and assessment throughout the institution. This post offers an exciting involvement in a newly formed and a revised organisational structure. At senior level will be looked

App
Adm
M

Tel: 081 740 1491 Ext. 2422
Closing date for applications
AN EQUAL OPPORTUNITY

 **BC**
CC

TYNESIDE COLLEGE
APPOINTMENT OF V

Applications are invited
commence as soon as possible
South Tyneside College was
when South Shields M

The

development of the College courses for students in the undertaking other delegates. The College is in Burnham.

Application forms and papers
Stringer Esq., Director
Department, Town Hall, Jamaica
whom completed forms
October 1984

**Hereford and Worcester
County Council
Education Department**

**Worcestershire College of
Agriculture**

**APPOINTMENT OF
PRINCIPAL**

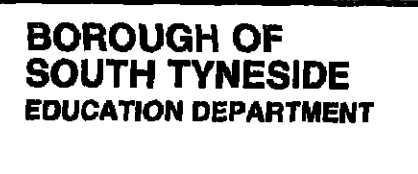
Following the retirement of the present holder, applications are invited for the post of Principal of Worcestershire College of Agriculture.

Candidates should have substantial experience in agricultural education with proven administrative and organising ability.

The College provides a full programme of part-time agricultural education serving the Eastern half of the County, and has a farm extending to 160 hectares.

Salary within the range 0-4 (£14,526-£16,088)

Further details and application form (a.s.e. required) returnable by 28 October, 1984 from the County Education Officer, Further Education Services, Castle Street, Worcester, WR1 5AQ.



TYNESIDE COLLEGE
APPOINTMENT OF VICE PRINCIPAL

Applications are invited for the above post, duties to commence as soon as possible.

South Tyneside College was established in September 1964 when South Shields Marine and Technical College amalgamated with Hebburn Technical College.

The successful applicant, in addition to acting as deputy to the Principal, will be expected to play a major role in the academic development of the College, particularly with respect to courses for students in the 16-18 age group, as well as undertaking other delegated responsibilities.

The College is in Burnham Group 9.

Application forms and particulars are available from K. Stringer Esq., Director of Education, Education Department, Town Hall, Jarrow, Tyne & Wear NE32 3LE, to whom completed forms should be returned by 28th October 1984.

Education Department **PRINCIPAL ASSISTANT EDUCATION OFFICER** (Schools Division)

Post E.4: Salary £18,063 - £20,451 p.a.
(Salary Scale currently under review)

Applications are invited from suitably qualified persons for the post of Principal Assistant Education Officer (Schools Division) based at County Hall, Ipswich.

The post is one of four tier three posts within the Department and the postholder will be responsible for the operation of the Schools Division and will be a member of the Departmental Management team.

This is a demanding management post, with considerable delegated responsibility. Applicants must be graduates with wide experience of educational management at a responsible level who have also had experience in schools.

An essential car user allowance is attached to this post and generous assistance with removal expenses is available.

Application forms and further details are available (please send an a.s.e.) from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ, and should be returned by 26th October 1984.

(5831)



WEST GLAMORGAN County Council Education Department **County Adviser (Home Economics)**

Applications for this important post are invited from teachers who have had substantial successful teaching experience of Home Economics in Secondary Schools. Experience of work in other phases, (Primary, F.E.) would be an advantage.

Salary: Soulbury - Burnham H.T. Group 9.

Further particulars and an application form are available from the Education Department, Personnel Section, County Hall, Oystermouth Road, Swansea, SA1 3SN, upon receipt of a stamped addressed envelope.

The closing date for the receipt of completed applications is Thursday, 25th October, 1984.

John Beale
Director of Education

(5862)

IRELAND THE CURRICULUM AND EXAMINATION BOARD

CHIEF EXECUTIVE

The Chief Executive will be responsible for all aspects of policy development, planning and day-to-day operations; will assist in the preparation of legislation for the establishment of the Board and act as accounting officer to the Board.

The successful applicant will have:

- * Experience in administration.
- * A degree or equivalent professional qualification.
- * Experience related to first and/or second level education.
- * Experience in the areas of curriculum and assessment.
- * An effective knowledge of both Irish and English.

Salary will be in the range
IR£19,073 to IR£22,261.

The Curriculum and Examinations Board was established by the Minister for Education in January 1984. The Board represents a major opportunity for development in Irish education. It will undertake a wide-ranging review of curriculum including modes of assessment and certification procedures at first and second level. It is intended to give the Board a statutory basis as soon as possible.



ASSISTANT CHIEF EXECUTIVES (2)

- Curriculum
- Assessment & Examinations

The duties in each case will include the promotion of relevant research, evaluation of proposals, provision of information and advice and consultation with appropriate organisations and agencies.

- The successful applicants will have:
- * A degree or equivalent professional qualification.
 - * Experience in the area of curriculum or experience in review of curriculum including modes of assessment and certification procedures at first and/or second level education.
 - * Experience in administration.
 - * An effective knowledge of both Irish and English.

Salary will be in the range
IR£15,124 to IR£18,010.

Application forms and full particulars are available from:
The Curriculum and Examinations Board, 11, Grand Canal Street, Dublin 2.
Latest date for the receipt of completed application forms: 31 October, 1984.

CAREERS OFFICER (OLDER LEAVER SPECIALIST)

Scale 6/501
£8,154 - £9,660

Due to the promotion of the current post-holder a vacancy has arisen for a qualified and experienced Careers Officer to work in the Isle of Wight. The successful candidate will be centrally based at County Hall, Newport and will provide a specialist service for the whole island.

The authority has a microcomputer system in operation and the post encourages applications from Careers Officers interested in the development of computerised guidance systems and in careers information systems. The post is well established but provides scope for further growth and development.

Further details and an application form available from the County Personnel Officer, County Hall, Newport, IW PO30 1UD

Closing date: 26th October 1984.

(5807)



London Borough of Croydon Appointment of General Inspector with specific responsibility for Craft Design and Technology

Applications are invited for the post of General Inspector with specific responsibility for Craft Design and Technology. Applicants should have a good Honours Degree and have held a senior post(s) in Further Education and/or Schools or have worked in the Advisory Service.

N.B. The holder of this post has been appointed as Director of the Croydon T. V. E. I. project for an initial period of two years which can be extended to five years at his choice. This appointment will therefore be for an initial period of two years.

SALARY - Soulbury Range - Head Teacher Group 10 - £16,824-£18,141. London Allowance of £846. A car allowance is payable.

Particulars and Application Forms, to be returned by Friday, 26th October 1984, may be obtained from the Director of Education (TAG), Taberner House, Park Lane, Croydon CR9 1TP. (Tel: 686 4433, Ext. 2290).

(5808)



Senior Adviser

Soulbury HT Group 11
(£17,277-£18,516 p.a.)

The main responsibility of this key post, which arises from the promotion of Mr. J. A. Morris to the post of Principal Adviser in Hampshire, is to co-ordinate advisory work and stimulate educational development in an area of the County, initially the Aylesbury Vale Area. As one of four Area Senior Advisers, the successful candidate will also carry a county-wide specialist responsibility for 16-18 Education. Applicants should be well qualified teachers with advisory experience.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (or by telephone Aylesbury 5000 Ext. 636).

Closing date for applications: 26 October 1984.

This is a re-advertisement and previous applicants will be considered automatically.

(5850)



PRINCIPAL ASSISTANT FE/HE ADMINISTRATION

£13,085-£14,034 per annum (National pay award pending).

An experienced organiser and manager with appropriate qualifications is required to head the Further Education Section of this large office and to be responsible for the administration of student awards, community education services and central administrative work with colleges. The person appointed will be required to lead further developments in the introduction of modern administrative methods.

Application forms and further details from the County Education Officer (IGM), Education Department, PO Box 4, County Hall, Lewes BN7 1SQ (Tel. Lewes 475400, ext. 553)

Closing date Friday October 26th

(5851)

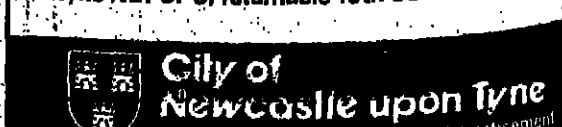
CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE

ADVISER - CRAFT, DESIGN & TECHNOLOGY

£13,953-£15,189

Applications are invited from men and women for this post in the Advisory Team. Candidates should have sound and relevant teaching experience.

Application forms and further particulars from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PU, returnable 19th October 1984.



Administration General

COLWYN BAY

RYDAL SCHOOL
Colwyn Bay
BURSAR

Applications are invited for the post of Bursar.

WILTSHIRE COTSWOLD COMMUNITY (WILTSHIRE SOCIAL SERVICES)

This is a well established therapeutic community about to return to the public sector and embarking on an exciting phase of change. We cater for 50 severely emotionally disturbed and anti-social adolescent boys, living in five separate, substantially autonomous households, with a plan for sixth form.

There is also a special school and a commercial farm enterprise. Staff live on the campus. The following post will become vacant in the near future.

HEAD OF HOUSEHOLD (N.J.C. Grade 5/6)

Necessary to have substantial experience and training in the residential treatment of emotionally disturbed children to fill this post, which is managing a staff team of 30 group living workers involved in the care and treatment of approximately 50 severely emotionally, physical and intellectual needs of the people using the Centre.

Further details of the Centre may be obtained from Geoff Budd, Education Directorate, (0274) 752581 or Tony Bykes, Social Services Directorate, (0274) 752584.

Ref. RDC85/ITES

A Union Membership Agreement is in operation.

Application forms may be obtained from:- The Directorate Personnel Office, Directorate of Educational Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP OR The Directorate Personnel Office, Personnel Unit, Directorate of Social Services, 4th Floor, Pennington House, 35/45 Well Street, Bradford BD1 5RE.

City of Bradford Metropolitan Council

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated.

Ref. RDC85/ITES

Applications are invited for the following appointments:

CHIEF EXAMINERS FOR THE 1985 EXAMINATIONS IN

CHEMISTRY
ENVIRONMENTAL SCIENCE
METALWORK

Forms of application and details of appointment may be obtained from the Secretary to the Board, 2nd Floor, Albert Street, Eccles, Manchester M60 1LW.

Completed application forms should be returned to the Secretary to the Board not later than Friday, 2nd November 1984. (430900) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1985 examinations:

MODERATOR, ASSISTANT MODERATOR AND ASSISTANT EXAMINERS FOR THE 1985 EXAMINATIONS IN

VISUAL ARTS (016) at ADVANCED LEVEL.

MODERATOR, ASSISTANT MODERATOR AND ASSISTANT EXAMINERS FOR THE 1985 EXAMINATIONS IN

ELECTRONIC SYSTEMS (658) at ADVANCED LEVEL.

MODERATOR, ASSISTANT MODERATOR AND ASSISTANT EXAMINERS FOR THE 1985 EXAMINATIONS IN

ELECTRONIC SYSTEMS (658) at ADVANCED LEVEL.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years recent relevant teaching experience. Applicants for Moderator posts should also have experience of examining.

Further information and application forms may be obtained from the Secretary General (A1), The Associated Examining Board, Wellington House, Station Road, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned. The closing date for the receipt of applications for Control Technology (0161) is 31 October 1984. (435441) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1985 examinations:

1. ASSISTANT EXTERNAL MODERATOR FOR COMPU- TER STUDIES (053) at ADV- ANCED LEVEL.

2. ASSISTANT EXAMINER FOR COMPUTER STUDIES (053) at ADVANCED LEVEL.

3. ASSISTANT EXTERNAL MODERATOR FOR COMPU- TER STUDIES (053) at ADV- ANCED LEVEL.

4. ASSISTANT EXAMINER FOR COMPUTER STUDIES (053) at ADVANCED LEVEL.

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For an application form please write or telephone:
The Associated Examining Board, Wellington House, Station Road, Aldershot, Hampshire GU11 1BQ. Tel: 01256 3266 ext. 206.

CLOSING DATE: 31st October 1984

Child Care

WILTSHIRE COTSWOLD COMMUNITY (WILTSHIRE SOCIAL SERVICES)

This is a well established therapeutic community about to return to the public sector and embarking on an exciting phase of change. We cater for 50 severely emotionally disturbed and anti-social adolescent boys, living in five separate, substantially autonomous households, with a plan for sixth form.

There is also a special school and a commercial farm enterprise. Staff live on the campus. The following post will become vacant in the near future.

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Necessary to have substantial experience and training in the residential treatment of emotionally disturbed children to fill this post, which is managing a staff team of 30 group living workers involved in the care and treatment of approximately 50 severely emotionally, physical and intellectual needs of the people using the Centre.

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Ref. RDC85/ITES

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City of Bradford Metropolitan Council

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated.

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MODERATOR, ASSISTANT MODERATOR AND ASSISTANT EXAMINERS FOR THE 1985 EXAMINATIONS IN

ELECTRONIC SYSTEMS (658) at ADVANCED LEVEL.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years recent relevant teaching experience. Applicants for Moderator posts should also have experience of examining.

Further information and application forms may be obtained from the Secretary General (A1), The Associated Examining Board, Wellington House, Station Road, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned. The closing date for the receipt of applications for Control Technology (0161) is 31 October 1984. (435441) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1985 examinations:

1. ASSISTANT EXTERNAL MODERATOR FOR COMPU- TER STUDIES (053) at ADV- ANCED LEVEL.

2. ASSISTANT EXAMINER FOR COMPUTER STUDIES (053) at ADVANCED LEVEL.

3. ASSISTANT EXTERNAL MODERATOR FOR COMPU- TER STUDIES (053) at ADV- ANCED LEVEL.

4. ASSISTANT EXAMINER FOR COMPUTER STUDIES (053) at ADVANCED LEVEL.

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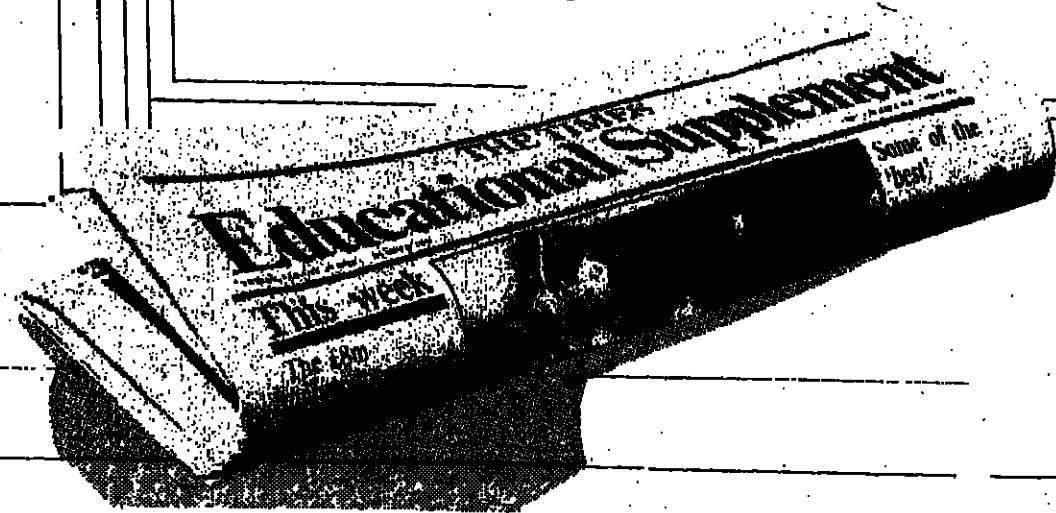
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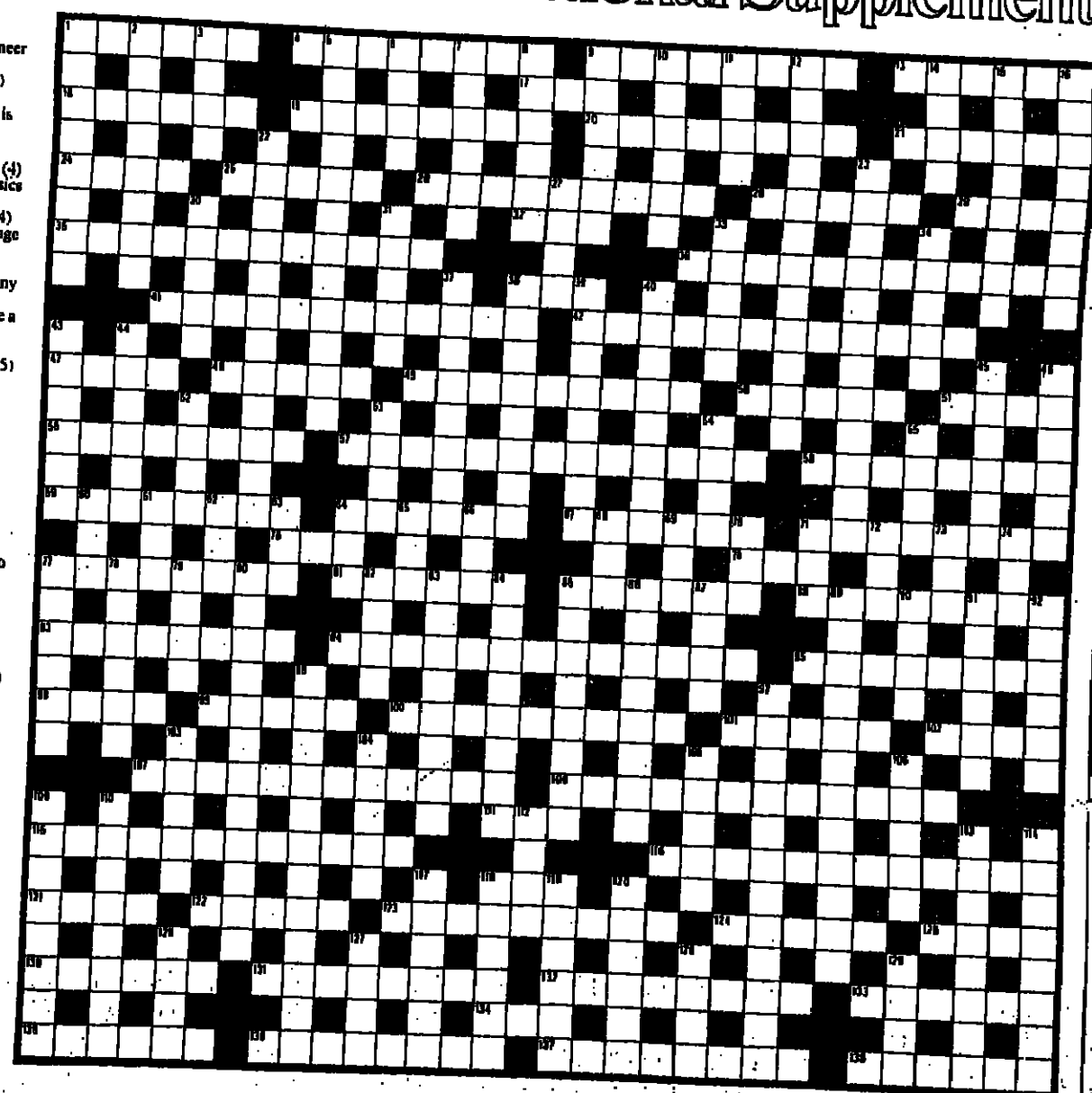
THE TIMES
Educational Supplement

ACROSS

- 1 Whisky arch about how old one is (6)
- 2 It will contain a fire (8)
- 3 Prepare for play-time (8)
- 4 Desert sports keep it going (6)
- 5 One may take a rest with this shooting-stick (3)
- 6 The who may play for the school - one in our house (6)
- 7 One Nenechenezar fired settled for hard cash (8)
- 8 When after the Boat-race? (8)
- 9 Mount finding an artist in his element (6)
- 10 A one who is delighted to exhibit (4)
- 11 Wish's last choice of abode? (5)
- 12 They favour dictation above all their subjects (7)
- 13 One of Sheridan's competitors (5)
- 14 Celebrated kind of Chinese poetry (4)
- 15 Allow the tenant to move in (3)
- 16 They don't meet in the gymnasium (8,4)
- 17 His pupils are encouraged to make notes (5-7)
- 18 Like fellow not depressed, but confused (3)
- 19 Trio-beaters (7,5)
- 20 The price of a suit? (5,7)
- 21 One may get one's hooks into them (4)
- 22 They play big parts in children's tales (5)
- 23 One might be set for mathematicians (9)
- 24 Class system moulded on the orient (5)
- 25 A huge joke turned fatuous with the passage of time (4)
- 26 Leaving tapes (8)
- 27 I shut out in class? Absolutely (13)
- 28 Charles' tree-house? (8)
- 29 Greek equates perhaps (8)
- 30 Around game perhaps (3-5)
- 31 Big cuts she makes in fuel (6)
- 32 They're designed to raise oil production (8)
- 33 A party activity (3)
- 34 One may see one in the museum of Natural History (3)
- 35 Changed class in a rush (8)
- 36 Check left out (6)
- 37 Limited to one's outlook (6)
- 38 TV's pop group? (4,4)
- 39 Air force degrees? (8,5)
- 40 I am getting most as a business man (8)
- 41 It may be proper for a sister to admit nothing (4)
- 42 They're unpopular with schoolboys (5)
- 43 They're told across the line of flight (5-4)
- 44 Silly things, but capital savers (5)
- 45 An element of quaver in crystal (4)
- 46 Unusually errors made by chairman's son (12)
- 47 Give the catch for the sun (3)
- 48 Old angles are what a scalene triangle has (5,5)
- 49 He couldn't stop the salt pouring out (7,5)
- 50 Best shows mother love at heart (3)
- 51 Short and in good order (4)
- 52 Anne Brown's house (5)
- 53 Anne Brown's alternative instruction to Anne (5,4)
- 54 A one seen in flight (5)
- 55 German only (4)
- 56 Demonstrates a method of quartering (8)
- 57 Chance, finish and musical ability (6)
- 58 The schoolmaster's usual address (3)
- 59 Flying gods for pieces of wood (6)
- 60 Unusually good getting sunburnt (8)
- 61 Unusually things out and becomes more friendly (8)

DOWN

- 1 Smaller boy absent from lessons (4)
- 2 Distinctive attire for a youngster - a pioneer in education? (6,6)
- 3 Completes part of a game of bowls (4)
- 4 Domestic storm centre (3-3)
- 5 And 9 It will tell how a youngster in form is doing (6,6)
- 6 He has a great many old slaves (6)
- 7 Half the alphabet studied by physicists (4)
- 8 Particular course explored by the physics master, perhaps (8,8)
- 9 Governess back in nursery education (4)
- 10 Cry of one hurt in unpolished carriage (8)
- 11 Self banking type of aircraft (8)
- 12 News the teacher would welcome in any form? (12)
- 13 Skillful manoeuvre once used to discipline a pupil? (12)
- 14 Inside accommodation (4)
- 15 It won't throw much light on the subject (5)
- 16 Monster fish? (5)
- 17 Two-party fight (5)
- 18 Supporter of the school board (5)
- 19 Rude lines not altered? (8)
- 20 Get out, and look inside, a dish of meat (8)
- 21 Hitting a number in error (8)
- 22 Cracked intellectual (5-5)
- 23 He created a dish fit for the gods! (6)
- 24 One side of Glasgow (6)
- 25 It describes a fort in ruins (6)
- 26 Springs, often underground (6)
- 27 It may be produced by carbon monoxide to a degree (4)
- 28 But a change will be forbidden (4)
- 29 Unhappy sportsman? (4)
- 30 Mark some exam papers carefully (4)
- 31 Love of French poetry (3)
- 32 American river port (3)
- 33 He may get beaten if he appears again (3)
- 34 Not happy with some people's advice (3)
- 35 Cut price lettuce? (3)
- 36 Greek letter, reading it one gives an audible sigh (3)
- 37 Badly in need of medical care (3)
- 38 Circle in never-never dance (3)
- 39 One needs a very short time to get dry (3)
- 40 Such a cheque will bounce up and down (3)
- 41 A punitive measure (3)
- 42 She's in peak form in Crete (3)
- 43 I'm after a letter written by Kipling (3)
- 44 French writer is a recognized artist on films (6)
- 45 Approve of an indication of support (6)
- 46 What a teacher calls a small loaf perhaps (4)
- 47 Aims at equal education? (7,5)
- 48 A row about it, none (4)
- 49 It plays without music (8)
- 50 Time soon modifies feelings (8)
- 51 Stuff for which a friend has a hide-out turned over (8)
- 52 Read I can build in the islands (8)
- 53 Valia and averse to work (4)
- 54 An incoming charge (9,3)
- 55 An over-crowded children's home (4)
- 56 Give an account of prices to the general public (6)
- 57 One hundred in a cathedral city, said to be poor (8)
- 58 Doctor's dance perhaps, in the gymnasium (8,4)
- 59 You and Eve, for example (6,6)
- 60 It's specially acceptable in a class debate (5)
- 61 A statement which may be ill construed (5)
- 62 Meat producer gets no uplift from (5)
- 63 I am on time for the picture (3)
- 64 Not quite free to give the result of the division (8)
- 65 New sunset about New York poet (8)
- 66 Meat producer gets no uplift from (5)



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School: _____
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